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ABSTRACT

This annotated bibliography contains 1,033 entries describing English-language materials regarding adult education (AE) in continental Europe that were identified through a systematic search of 188 periodicals. Entries are arranged by country. Among the topics of the works included are the following: history of AE; comparative studies; state and AE and legislation; financing of AE; international organizations and cooperation; statewide AE systems/organizations; regional and local-level AE institutions/organizations; theory of AE; research in AE; folk high schools and residential AE; university extension; night/evening schools; town/village cultural centers; voluntary associations, societies, and clubs; study circles and discussion groups; correspondence study, distance education, and open learning; educational radio, television, and technology; libraries; community development; literacy and adult basic education; secondary, postsecondary, and higher education; lifelong learning; vocational/technical education and apprenticeship; training in business, industry, and government; professional continuing education; retraining and upgrading; rural AE; armed services education; education of women; workers' education; general education; family life, consumer, and health education; preretirement education; immigrants, ethnic minority, and multicultural education; and prisoner education/rehabilitation. Each entry contains some/all of the following: author, title, place/year of publication, and brief description of the work's contents. Author and subject indexes are included. (MN)

ED 395 194

Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1992–1994

Jindra Kulich

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MONOGRAPHS ON COMPARATIVE AND AREA STUDIES IN ADULT EDUCATION

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Village Literacy Programming in Pakistan: A Comparative ABE Study with Guidelines by F. E. Hesser. 1978. Out of print.

Workers' Universities in Yugoslavia: An Adult Education Modality by E. Delalic. 1979. Out of print.

The Universities and Adult Education in Europe edited by J. Kulich and W. Krüger. 1980. Out of print.

Adult Education in Federal Republic of Germany by J. H. Knoll. 1981.Out of print.

Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1975-1979 compiled by J. Kulich. 1982. $12.00.

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Adult and Non-Formal Education in the Third World: A Jamaican Perspective by H.L.A.Gordon. 1985. $15.00.

J.R. Kidd: An International Legacy of Learning by N. J. Cochrane and Associates. 1986. Hard cover $20.00, paperback $15.00.

Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1983-1985 compiled by J. Kulich. 1987. $18.00.

Adult Education in Greece by M. Boucouvalas. 1988. $15.00.

Comparative Adult Education: State of the Art with Annotated Resource Guide by A.N. Charters and D.A. Siddiqui. 1989. $15.00.

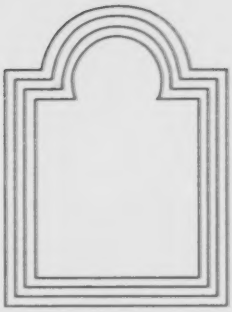
Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1986-1988 compiled by J. Kulich. 1990. $20.00.

Citizenship and the Adult Education Movement in Canada by G. Selman. 1991. $18.00.

Adult Education in the Federal Republic of Germany: Scholarly Approaches and Professional Practice edited By W. Mader. 1992. $20.00.

Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1989-1991 compiled by J. Kulich. 1993. $22.00.

Felt Along the Heart: A Life in Adult Education by G. Selman. 1994. $25.00.



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Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1992–1994

Jindra Kulich

Vancouver 1996

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PREFACE

Interest in comparative study of adult education has been growing in many parts of the world since the first conference on comparative adult education held at Exeter, U.S.A. in 1966. This interest was given further impetus by meetings held at Pugwash, Canada in 1970, Nordborg, Denmark in 1972, Nairobi, Kenya in 1975, Oxford, England in 1987, Frascatti, Rome, Italy in 1988, Ibadan, Nigeria in 1991 and Bamberg, Germany in 1995.

A number of international organizations, among these Unesco, the International Bureau of Education, the International Congress of University Adult Education, the European Association for the Education of Adults (formerly the European Bureau of Adult Education), O.E.C.D., the Council of Europe, the European Union, the European Centre for the Development of Vocational Training, and the International Council for Adult Education have contributed their share.

A growing number of universities in all five continents established courses in comparative adult education. Many other universities encourage students to deal with comparative study or with the study of adult education abroad in major papers and theses. The literature in this area has increased considerably since the early 1960s, both in support, and as a result of, this university activity. A number of valuable bibliographies were published, cataloguing the growing wealth of materials available in a number of languages.

Most of the literature available on adult education in various countries can still be found primarily in articles scattered throughout adult education and social science journals. Until the mid-1970s there was no English-language commercial publisher enticing researchers to submit monographs dealing with comparative adult education and area studies of adult education in various countries, even though the need for such a publishing venture was stressed at a number of international meetings. It was with the intent of providing such service to the discipline and the field of adult education that the Centre for Continuing Education at The University of British Columbia decided in 1977 to publish a series of Monographs on Comparative and Area Studies in Adult Education.

In 1984 a major English publishing house in the field of education, Croom Helm, decided to establish a new series, the Croom Helm Series in International Adult Education. Dr. Peter Jarvis of the University of Surrey, an internationally recognized scholar and noted promoter of publishing in international adult education, was appointed editor for this series. Later on the series was taken over by

Routledge and was published as International Perspectives on Adult and Continuing Education. Unfortunately this series came to an end in 1994.

The 20th volume in our series presents the continuation of an annotated bibliography on adult education in continental Europe since 1945. The previous seven volumes of the bibliography, for 1945-1969, 1970-1974, 1975-1979, 1980-1982, 1983-1985, 1986-1988, and 1989-1991 were published in 1971, 1975, 1982, 1984, 1987, 1990 and 1993. It seemed appropriate to incorporate the bibliography series, starting with the volume for 1975-1979, into the series of Monographs on Comparative and Area Studies in Adult Education.

Jindra Kulich
Series Editor

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ADULT EDUCATION IN CONTINENTAL EUROPE:

AN ANNOTATED BIBLIOGRAPHY OF

ENGLISH-LANGUAGE MATERIALS

1992 – 1994

INTRODUCTION

Since the publication of *Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1945-1969* in 1971, interest in the study of adult education abroad and in comparative adult education has grown considerably, as is evidenced by international conferences, the steadily increasing number of publications in this area, and the growing number of comparative adult education courses offered by the universities throughout the world.

This eighth volume of the bibliography again covers a period of three years (1992-1994), rather then the longer periods covered by the early volumes. Yet, the number of items located in this period and included in the current volume compares most favourably with the longer periods covered by the early volumes. The 1945-1969 volume included 857 items, for an average of 43 per year; the 1970-1974 volume included 556 items, for an average of 111 per year; the 1975-1979 volume included 836 items, for an average of 167 per year; the first three-year volume, for 1980-1982, included 682 items, for an average of 227 per year; the 1983-1985 volume included 671 items, for an average of 224 per year; the 1986-1988 volume included 667 items, for an average of 222 per year; and the 1989-1991 volume included 891 items, for an average of 297 per year. This latest volume, for 1992-1994, contains 1033 items, an average of 344 per year, a significant increase over all previous periods covered. This documents well the high level of interest, especially during the last 20 years, in adult education in continental Europe.

The significant increase in the number of items between 1986-1988 and 1989-1991 for Europe (148 items = 48%) did not recur in the current volume, but entries for Europe held their own high level, experiencing only a slight decrease (22 items = 7%). Again, there were some marked differences for several of the countries in the number of items located for the 1988-1991 and the 1992-1994 volumes. The most significant increase this time was for Belgium (from 14 to 37 items), Iceland (from 1 to 6 items) and for Luxembourg (from 1 to 7 items); in the case of Luxembourg, this increase is accounted for entirely by publications of the European Centre for the Development of Vocational Training, but this is not the case for Belgium and Iceland, where the increase is spread over the broad field of adult education publishing. Entries for Denmark doubled (from 34 to 67 items), while three countries gained more modestly: Norway (from 25 to 42 items), France (from 29 to 41 items) and the Netherlands (from 50 to 63 items). Two West European countries registered decreases: Switzerland (from 8 to 4 items) and Finland (from 74 to 57 items); in the case of Finland, which al-

ways had a very high number of entries, the decrease can be accounted for by the end in 1990 of the publication of *Adult Education in Finland*, replaced by *Life and Education in Finland (LEIF)*, which covers a broader field of education and culture and thus does not carry as many articles on adult education. The major political changes which occurred in Eastern and Central Europe and the Baltic states are mirrored also in the publishing in adult education. For the no longer existing U.S.S.R., some publications were still located (12 items, down from 35). For the successor states of the Soviet Union, the number of items found brings the totals up to equal the entries for the U.S.S.R. in the previous volume. Thus the CIS is represented with 15 items, Estonia (a true powerhouse of adult education in the Baltic region) with 11, Lithuania with 3, and Belarus, Latvia and Ukraine with 1 each; no English-language publication was located for Moldavia. In the case of the former Yugoslavia and its successor states, Slovenia (another powerhouse of adult education in the former Eastern Europe) accounts for 7 items, Croatia for 2, the new federal Yugoslavia (Serbia and Montenegro) for 1, while no English-language publication could be found for Bosnia-Hercegovina (given the state of war there, this should not come as a surprise) and for Macedonia. For the two successor states to Czechoslovakia, Slovakia has 5 items and the Czech Republic 2. Hungary, Poland and Romania all registered increases. The most significant in the case of Poland (from 9 to 24 items), followed by Romania (from 1 to 5 items) and Hungary (from 12 to 17 items). Only one item could be found for Albania, a traditionally difficult country for information available in English.

As in all the previous volumes of the bibliography, the British Isles were left out, as sufficient bibliographic assistance is available elsewhere. (*) As many sources as possible were included to give access to alternate sources available locally on the same topic.

In accord with the variety of concepts and differences of opinion on definitions of what does or does not constitute adult education, which still abound among European adult educators, and wishing to make the bibliography as broad and useful as possible, the broadest possible definition of adult education was used in selecting items for inclusion in the bibliography. Thus vocational education for adults, training in business and industry, adult basic, secondary and post-secondary level credit study, as well as activities of museums, art galleries and libraries inasmuch as these involve specific planned educational programs for individual adults or adult groups, have been included in addition to liberal adult education through university extension and evening classes or through voluntary associations.

The relative accessibility of the materials through university and public libraries was considered in the selection of items. Thus personal visit reports and conference papers in typescript or photorepro form were not included, unless actually published. Doctoral dissertations and Master's theses were not included. Materials available only on microforms or computer disks also were not included.

General histories of education and accounts of educational systems were included only if these contained major chapters or sections on adult education; sources containing only passing references to adult education were included only if materials available in English on adult education in that country are limited.

The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Materials covering two or more countries in separate chapters or sections are listed under each country covered in the source, while materials concerned with and organized by one or more aspects of adult education (such as education of women, workers' education, etc.) as it occurs in several countries are listed only under Europe or Scandinavia as appropriate. For information on any specific country, look also through annotations in the sections on Europe and Scandinavia to locate all sources of information on a given topic.

Since late 1989, far-reaching political changes have occurred in what used to be referred to for ideological reasons for some forty years as 'Eastern (or East) Europe'. We are now returning to the previously well established and more appropriate pre-Cold War geopolitical terms Central Europe, Southeastern Europe and Eastern Europe for this large and historically, politically, economically and culturally so varied region. We should also honour Estonia's, Latvia's and Lithuania's wish to be referred to as the Baltic states. The breaking up of the former 'socialist camp' in this region of Europe led to significant political changes since 1990, which have resulted thus far in the breaking up of three states (Yugoslavia, U.S.S.R. and Czechoslovakia) and the emergence (or re-emergence) of new states. These major changes naturally are reflected also in the bibliography. I have opted for including the new states from the date of their formal international recognition, not from the year in which they have declared their independence. The new countries added in this volume are Bosnia-Hercegovina and Macedonia (from former Yugoslavia), the Czech Republic and Slovakia (from former Czechoslovakia) and Moldavia (from former U.S.S.R.); other states already were added in the last volume of the bibliography.

Within the country sections, the bibliography is subdivided into categories of the various institutions, methods and techniques and subject matter, with every source listed in full as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. Due to the great variety especially of institutional backgrounds and the divergent political, social, economic and cultural settings of the countries covered, the subcategories are not clearly definable and mutually exclusive, and all subcategories cannot be applied equally to all countries covered. A subject index lists all entries by subcategories and by countries.

Since the bibliography is a listing of English-language sources available about adult education in continental Europe, rather than a bibliography of authors, each entry is listed in full only once, as the main entry under the name of the

first author. However, up to four authors are listed for each multiple author entry. All individual authors thus listed are included in the Author Index, but institutions as authors are not listed in the index.

A list of periodicals searched systematically for materials is included to assist the user to look for possible additional materials in periodicals not available to the compiler. Thirteen periodicals listed in the 1989-1991 volume were dropped (many because they ceased to be published), while six new periodicals were added to the list for 1992-1994.

When a book is published by the same publisher simultaneously in several cities, only the city where the head office of the publisher is located is given in the entry. Similarly, when a book is published simultaneously by more than one publisher, only the primary publisher is listed.

With the third volume, for 1975-1979 published in 1982, the bibliography was incorporated into the Monographs on Comparative and Area Studies in Adult Education series.

I hope that professors of adult education, students of adult education and adult education practitioners in the field will find this bibliography of some help in their work.

This is the last volume of *Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials* that I have compiled. I have worked on this project since 1969, and with this volume will have completed the recording of publishing on adult education in Europe during the last 50 years. Now is the time for a younger colleague to take over, if the continuation of this bibliography is of service to the discipline and the practice of adult education. With the increasing interest in adult education evidenced by the European Union, and the growing cooperation among adult education institutions, associations and university adult education departments in Europe, not to mention the important work being carried out by the European Society for Research on the Education of Adults (ESREA) and its members, it is time the compiling of the bibliography be repatriated from the Pacific coast of Canada to Europe. The time has also come to consider making the bibliography available through the new technology, both on diskettes and on-line, which would provide a much better and faster access than the current inevitable 4-5 year lag which exists between the original publication date of many of the listed items and the publishing date of the bibliography. I have enjoyed all these years working on the bibliography, but one has to learn to let go while one still is in full control of one's wits.

December 1995

Jindra Kulich

The University of British Columbia

•These include: T. Kelly, *A select bibliography of adult education in Great Britain*, London: National Institute of Adult Education, 1974; A.H. Charnley, *Research in adult education in the British Isles*, London: National Institute of Adult Education, 1974; J.H. Davies and J.E. Thomas, *A select bibliography of adult continuing education* (5th edn., revised and updated), Leicester: National Institute of Adult Continuing Education, 1988; H. Bridge, M. Dale, J. Davies, J. Morgan and H. Salt, *Access and delivery in continuing education and training*, Nottingham: University of Nottingham, Department of Adult Education, 1992; and a topical series "Review of Research in Adult and Continuing Education", published by the National Institute of Adult Continuing Education.

LIST OF PERIODICALS SEARCHED SYSTEMATICALLY*

Bibliographical Periodicals

Canadian education index
Current index to journals in education
Education index
Research in education (ERIC)

Adult Education Periodicals

Adult learning (USA)
Adults learning (UK)
Adult education quarterly
Adult basic education
Australian journal of adult and community education
Canadian journal of university continuing education
Continuing higher education review
Convergence (ICAE)
International journal of lifelong education
International journal of university adult education
Journal of extension
Learning (CAAE)
New Zealand journal of adult learning
Studies in continuing education
Studies in the education of adults

Education periodicals

American journal of distance education
Australian journal of education
British journal of educational technology
British journal of education and work
British journal of education studies
Canadian and international education
Community college journal of research and practice
Comparative education
Comparative education review
Computers and education
Distance education: An international journal

*A few articles in several other periodicals have been included in the bibliography, but full runs of these periodicals were not available to the compiler and thus were not searched systematically.

Education and society
Educational forum
Educational training technology international
Educational gerontology
Educational media international
Epistolodidaktika: The European journal of distance education
European journal of education
Harvard educational review
Higher education management
History of education
History of education quarterly
Innovations in science and technology education
Interchange
International Council for Distance Education bulletin
(changed title in 1993 to: *Open praxis*)
International journal of educational development
International journal of environmental studies
International journal of higher education and educational planning
International journal of instructional media
International review of education
Journal of distance education
Journal of educational gerontology
(changed title in 1994 to: *Education and ageing*)
Journal of educational television
Journal of educational thought
Journal of higher education
Journal of International Council for Health, Physical Education and Recreation
Labour education
Liberal education
Life and education in Finland (LEIF)
Open learning: The journal of open and distance learning
Oxford review of education
Paedagigika historica: International journal of the history of education
Phi Delta Kappan
Prospects
Research in distance education (ceased publication in 1994)
Research in higher education
Research on aging
Scandinavian journal of educational research
Russian education and society
Studies in higher education
Teachers College record
Teaching and teacher education

Tech trends
The vocational aspects of education

Humanities and Social Science Periodicals

Ageing and society
Ageing international
Agricultural history
Agricultural history review
American journal of economics and sociology
Bulgarian historical review
Bulletin of Hispanic studies
Canadian-American Slavic studies
Canadian Slavonic papers
Central European history
Community development journal
Comparative studies in society and history
Contemporary French civilization
Current history
Development: Journal of the Society for International Development
East European quarterly
Economic and social history in the Netherlands
Economic development and cultural change
Economy and society
French cultural studies
French historical studies
French history
French review
German quarterly
German studies review
History: Journal of the Historical Association
History of European ideas
History today
History workshop
Hungarian studies review
International history review
International journal of aging and human development
International journal of comparative sociology
International journal of environmental studies
International labour and working class history
International labour review
International review of social history
International social science journal
International social work
Italian studies
Italica

Journal of contemporary history
Journal of European studies
Journal of modern Greek studies
Journal of modern history
Journal of peasant studies
Journal of popular culture
Journal of social history
Journal of social work education
Journal of sport and social issues
Journal of sport history
Journal of the history of ideas
Journals of gerontology
Labour and society
Labour history
Media, culture and society
Minerva
Netherlands journal of social sciences
Oxford Slavonic papers
Past and present
Polish review
Polish sociological review
Polish Western affairs
Rural history: Economy, history, culture
Rural sociology
Russian history
Russian review
Russian social science review
Russian studies in history
Scandinavian journal of history
Scandinavian journal of social welfare
Scandinavian political studies
Scandinavian review
Scandinavian studies
Scandinavica
SIGNS: Journal of women in culture and society
Slavic and East European journal
Slavic review
Slavonic and East European review
Social history
Social research
Soviet studies
(changed title in 1993 to: *Europe-Asia studies)*
Soviet and post-soviet review
Studies in East European thought

Women's studies international forum
Yugoslav survey

Health Sciences Periodicals

Community dentistry and oral epidemiology
Community dental health journal
Health education quarterly
International journal of health services
International journal of mental health
International journal of nursing studies
International journal of rehabilitation research
International journal of sports medicine
International nursing review
Journal of continuing education in health professions
Journal of continuing education in nursing
Journal of nursing education
Journal of nursing staff development

Library Periodicals

International information and library review
Journal of education for library and information science
Library quarterly
Libri: International library review
Public library quarterly
Scandinavian public library quarterly

LIST OF CATEGORIES USED THROUGHOUT THE BIBLIOGRAPHY

(Not all categories could be applied to all countries)

1 (a) Bibliographies; directories; dictionaries
2 (a) General overviews; collections of writings; yearbooks
2 (b) History of adult education
2 (c) Comparative studies
2 (d) Biographies
3 (a) State and adult education; legislation
3 (b) Financing of adult education
4 (a) International organizations; international cooperation
4 (b) State-wide adult education systems and organizations
4 (c) Regional adult education systems and organizations
4 (d) Local level adult education institutions and organizations
5 (a) Adult educators; staffing; training
6 (a) Theory of adult education
6 (b) Research in adult education
7 (a) Folk high schools; residential adult education
8 (a) University extension; universities and adult education
8 (b) Night schools; evening institutes; adult education centres
8 (c) Volkshochschulen; people's and worker' universities
9 (a) Town and village cultural centres; community schools
9 (b) Voluntary associations; societies; clubs
9 (c) Study circles; discussion groups
10 (a) Correspondence study; distance education; open learning
11 (a) Educational radio and television; educational technology
11 (b) Press; publishing
12 (a) Libraries
13 (a) Museums; art galleries; theaters
14 (a) Community development
15 (a) Literacy; adult basic education
15 (b) Secondary education
15 (c) Post-secondary education; higher education
15 (d) Education permanente; lifelong learning; recurrent education
16 (a) Vocational and technical education; apprenticeship
16 (b) Training in business, industry and government
16 (c) Professional continuing education; in-service training
16 (d) Retraining; upgrading
16 (e) Agricultural extension; rural adult education
17 (a) Armed services education
18 (a) Education of women

19 (a) Workers' education; union education; paid educational leave
20 (a) General education; humanities; liberal arts
20 (b) Languages
20 (c) Science education; environmental education
20 (d) Civic education; political training
20 (e) Family life education; parent education
20 (f) Consumer education; cooperative education
20 (g) Health education
20 (h) Physical education; sports; recreation
20 (i) Religious education
20 (j) Hobbies; arts and crafts
20 (k) Art; drama; music education
20 (l) Pre-retirement education; programs for retired
20 (m) Immigrant, ethnic minority, multicultural education
20 (n) Prison education; prisoner rehabilitation

EUROPE

1 (a) Bibliographies; directories; dictionaries

1. Bosselaers, L. "Terminology in adult education", pp. 181-192 in *Adult education organisations in the countries of the European Community: Notes for a directory*, edited by the European Association for the Education of Adults. Barcelona: The Association, 1993.

   Exploration of the use of 13 main adult education terms in various countries in the European Community.

2. Commission of the European Communities. *European education thesaurus*. Luxembourg: Office for Official Publications of the European Communities, 1994. 498 p.

   New multilingual documentary thesaurus available in all the nine languages of the European Union.

3. Decoster, Y. *Bibliography: Women and vocational training*. Berlin: CEDEFOP, 1992. 221 p.

4. European Association for the Education of Adults. *Adult education organisations in the countries of the European Community: Notes for a directory*. Barcelona: The Association, 1993. 192 p.

   Analysis of basic indicators, collection of case studies and terminological list.

5. European Centre for the Development of Vocational Training. *Thesaurus of vocational training (3rd edn.)*. Berlin: CEDEFOP, 1992. 313 p.

   Published in seven volumes in seven languages; "each volume has three parts: a monolingual Alphabetical list of descriptors and non-descriptors; a structural thesaurus consisting of seventeen subject-oriented sections providing a hierarchical display of each descriptor and term and their equivalents in each language; a permutated index in which each term of a descriptor appears in the index".

6. Giere, U. "Lifelong learners in the literature: Adventurers, artists, dreamers, old wise men, technologists, unemployed, little witches and yuppies – a bibliographical survey". *International review of education*, vol. 40, Ns. 3-5, (1994), pp. 383-393.

Bibliographical essay based on the literature of lifelong learning in the period 1968-1994.

7. Harry, K. "The development of information and documentation work in distance education", pp. 210-223 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

   Overview of documentation and information sources world-wide, including Europe.

8. Harry, K. "A rough guide to distance education journals and newsletters". *Open praxis*, vol. 1, (1994), pp. 6-9.

   Annotated list of 37 journals and newsletters.

9. Hayes, H. (ed.). *Education: Guide to European organisations and programmes* (rev. and exp. edn.). Slough, U.K.: NFER, 1993. 111 p.

   Lists more than 60 organizations and programs; thematic index.

10. Houle, C.O. *The literature of adult education*. San Francisco: Jossey-Bass, 1992. 441 p.

    A bibliographic essay including many references published over a span of 100 years, dealing with adult education in Europe.

11. International Bureau of Education. "Education for the prevention of AIDS". *Bulletin of the International Bureau of Education*, No. 262, (1992), 48 p.

    "The main purpose of this annotated and selective bibliography is to make people aware of the variety of educative approaches [inclusive of out-of-school and community based education] for the prevention of AIDS world-wide, through the printed documents...It is directed to all those responsible for teaching and educational methods concerning the prevention of AIDS."

12. International Bureau of Education. "The interaction between education and culture". *Bulletin of the International Bureau of Education*, No. 263, (1992). 110 p.

    "This bibliographical essay attempts to throw light on some of the many aspects of the inter-relationship between education and culture. Several short introductory texts lead to a listing of recent books and documents, each of which carries an abstract, or précis of the content."

13. Kulich, J. *Adult education in continental Europe: An annotated bibliography of English-language materials 1989-1991*. Vancouver:

Centre for Continuing Education, The University of British Columbia, 1993. 202 p.

Annotated bibliography containing 891 entries classified by country and by 52 categories; subject and author index.

14. OECD Development Centre. *Human rights, refugees, migrants and development: Directory of NGOs in OECD countries.* Paris: OECD, 1993. 410 p.

    Comprehensive source of information on NGOs providing resources and educational programs in human rights, refugees, migrants and development fields.

15. Unesco. *Glossary of educational technology terms.* Paris: Unesco, 1992. 276 p.

    "...up-to-date terminological information in the field of educational technology. It is divided into four parts: English glossary, English bibliography, German glossary, and German bibliography."

16. Unesco. *World directory of human rights research and training institutions* (2nd edn.). Paris: Unesco, 1992. 290 p.

    Enlarged version of the first edition published in 1988; includes information on 17 countries in continental Europe.

See also 27, 74.

2 (a) General overviews; collections of writings; yearbooks

17. Auer, P. and Schmied, G. (eds.). *Challenges and possible responses: Further education and training for the employed in Europe: A reader.* Berlin: Wissenschaftszentrum für Sozialforschung, 1992. 117 p.

18. Commission of the European Communities, Task Force on Human Resources, Education, Training and Youth. *European handbook for guidance counselors.* Bad Honnef: Verlag Karl Heinrich Boch, 1992. 566 p.

19. Council of Europe, School and Out-of-school Education Section. *Adult education and social change. Conference report.* Strasbourg: Council of Europe, 1992. 148 p.

    Report of a conference held in Belgrade April 24-27, 1990; individual papers are listed further on under appropriate country and subheadings.

20. Edwards, R.; Siemionski, S.; Zeldon, D. *Adult learners, education and training.* London: Routledge, 1993. 286 p.

    Drawing on a range of perspectives from Europe and North America, the book explores questions of policy and practice of adult education; individual articles are listed further on under appropriate country and subheadings.

21. Institute of Personnel Management. *Training and development.* London: Institute of Personnel Management, 1993. 161 p.

    Overview of the education and training systems in ten member states of the European Union.

22. International Institute for Educational Planning. *Lifelong education in selected industrialized countries – report of an IIEP/NIER seminar, Paris, 7-9 December 1992.* Paris: IIEP, 1993. 199 p.

23. Jarvis, P. (ed.). *Perspectives on adult education and training in Europe.* Leicester: National Institute of Adult Continuing Education, 1992. 415 p.

    Compendium overview of adult education and training in 30 countries in Europe.

24. Jarvis, P. and Pöggeler, F. (eds.). *Developments in the education of adults in Europe.* Frankfurt/Main: Peter Lang, 1994. 155 p.

    "This book contains papers from well known European scholars in the field of adult education about the developments that are occurring in their countries, especially in relation to the modernity/post-modernity question in Western Europe"; individual papers are listed further on under appropriate country and subheadings.

25. Jarvis, P. and Walters, N. (eds.). *Adult education and theological interpretations.* Malabar: Krieger Pub. Co., 1993. 346 p.

    This collection of papers is "an exercise in debating and exploring the significance of theological and adult education's interpretation of life experiences"; appropriate individual papers are listed further on under country headings.

26. Kaiser, A. "Concerning the concept of a European handbook 'further education'", part IIb, pp. 1-3 in *Europahandbuch Weiterbildung/European manual of continuing education,* edited by A. Kaiser, J.E. Feuchthofen and R. Güttler. Neuwied, Germany: Luchterhand Verlag, 1994.

27. Kaiser, A.; Feuchthofen, J.E.; Güttler, R. (eds.). *Europahandbuch Weiterbildung/European manual of continuing education/Manual*

Européen de la formation continue. Neuwied, Germany: Luchterhand Verlag, 1994. Pagination varies.

The articles in the *Handbook* are mostly in German, but a few countries are dealt with in English – these are listed further on under appropriate country and subheadings; the *Handbook* also contains a directory of institutions.

28. Knoll, J.H. (ed.). *Internationales Jahrbuch der Erwachsenenbildung/International yearbook of adult education, 1991-92*. Köln: Böhlau Verlag, 1992. 261 p.

    Appropriate articles are listed further on under country and subheadings.

29. Knoll, J.H. (ed.). *Internationales Jahrbuch der Erwachsenenbildung/International yearbook of adult education, 1993*. Köln: Böhlau Verlag, 1993. 285 p.

    Appropriate articles are listed further on under country and subheadings.

30. Knoll, J.H. (ed.). *Internationales Jahrbuch der Erwachsenenbildung/International yearbook of adult education, 1994*. Köln: Böhlau Verlag, 1994. 335 p.

    Appropriate articles are listed further on under country and subheadings.

31. Kulich, J. "Adult education in former Eastern Europe: Afresh perspective". *Life and education in Finland (LEIF)*, No. 2, (1993), pp. 30-33.

    Account of the post-communist situation, role adult education can play, and international assistance required.

32. Kulich, J. "Adult education in former Eastern Europe and reconstruction". *International journal of university adult education*, vol. 31, No. 1, (1992), pp. 1-13.

    Analysis of "the predicament, potential, and desirable future role of adult education in post-communist Europe".

33. Kulich, J. "The role of adult education in the post-communist era: Reconstruction and restructuring in the countries of Central and Eastern Europe". *Erwachsenenbildung in Österreich*, vol. 43, No. 6, (1992), pp. 23-34.

    Overview analysis of the political, social and economic situation in the region, of current situation of adult education and its future role, and of ways and means of assisting further development.

34. Parjanen, M. (ed.). *Legitimation in adult education.* Tampere, Finland: University of Tampere, 1992. 99 p.

    Individual articles are listed further on under appropriate country and subheadings.

35. Svetina, M. (ed.). *Rethinking adult education for development II: Conference proceedings.* Ljubljana, Slovenia: Slovene Adult Education Centre, 1994. 226 p.

    Second, supplementary, collection of papers given and workgroup reports from an international conference on the theme held in Ljubljana in October 1993.

36. Svetina, M. and Jelenc, Z. (eds.). *Rethinking adult education for development.* Ljubljana, Slovenia: Slovene Adult Education Centre, 1993. 362 p.

    Compendium of personal views of some 100 leading adult educators worldwide on the rationale for, scope, role and place of adult education, resulting from a research project "Outstanding Experts on Adult Education", carried out between 1989 and 1992, and comparative analysis.

2 (b) History of adult education

37. Böröcz, J. "Travel-capitalism: The structure of Europe and the advent of the tourist". *Comparative studies in society and history,* vol. 34, No. 4, (1992), pp. 708-741.

    Historical analysis of tourism and tramping.

38. Bowman, A.K. and Woolf, G. (eds.). *Literacy and power in the ancient world.* Cambridge: Cambridge University Press, 1994. 249 p.

    "This collection attempts to set the study of literacy in the ancient world in the wider context of the debates among anthropologists over the impact of writing on society."

39. Field, J. "Labour and cultural transfer: Work camps in the West, 1918-39", pp. 180-194 in *Adult education between cultures,* edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

    "This chapter is concerned with attempts to foster cross-cultural learning of new identities *through labour*. Its primary focus is upon the work-camp movement of the 1920s and 1930s."

40. Field, J. *Learning through labour: Training, education and the state 1890-1939.* Leeds: University of Leeds, 1992. 211 p.

Historical account of the work camps, primarily in the United Kingdom, but contains reference to other countries, especially Germany, particularly in chapter 9.

41. Hake, B.J. and Marriott, S. (eds.). *Adult education between cultures.* Leeds: University of Leeds, 1992. 290 p.

    Subtitle: Encounters with identities in European adult education since 1890; individual papers are listed further on under appropriate country and subheadings.

42. Hake, B.J. and Marriott, S. "Introduction: Encounters and identities in European adult education since 1890", pp. 1-10 in *Adult education between cultures,* edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

    Introductory and conceptual chapter for the volume of papers on the theme.

43. Marriott, S. "The Popular Universities in Europe, 1890 to 1920: What was being popularized?", pp. 86-112 in *Adult education between cultures,* edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

    Historical analysis of development of university extension, *Volkshochschulen, università popolare* and like institutions throughout Europe.

44. Marriott, S. and Hake, B.J. (eds.). *Cultural and intercultural experiences in European adult education.* Leeds: University of Leeds, 1994. 314 p.

    Subtitle: Essays on popular and higher education since 1890; individual papers are listed further on under appropriate country and subheadings.

See also 27, 50, 64, 95, 117, 148, 154, 198, 267.

2(c) Comparative studies

45. Alaluf, M. *The unemployment trap: Long-term unemployment and low educational attainment in six countries.* Strasbourg: Council of Europe, 1992. 72 p.

    Comparative analysis of relationship between long-term unemployment and low educational attainment in Belgium, France, Portugal, Spain, Sweden and United Kingdom.

46. Auer, P. *Further education and training of the employed (FETE): European diversity.* Berlin: Wissenschaftszentrum Berlin für Sozialforschung, 1992. 101 p.

Sub-title: A description of country models and an analysis of European Labour Force Data.

47. Bron-Wojciechowska, A. "Participation in continuing education in Europe". *International journal of university adult education,* vol. 32, No. 2, (1993), pp. 36-52.

Comparative analysis of participation, using Poland and Sweden as the basis of detailed comparison.

48. Commission of the European Communities. *Commission report to the Council, the European Parliament and the Economic and Social Committee. Community education and training programmes 1986 to 1992, results and achievements: An overview.* Luxembourg: The Commission, 1993. 30 p.

49. Evans, K. "Change and prospects in education for young adults". *Comparative education,* vol. 30, No. 1, (1994), pp. 39-47.

Comparative analysis of recent changes in and future prospects for education and training of young adults.

50. Hake, B.J. "Formative periods in the history of adult education: The role of social and cultural movements in cross-cultural communication", pp. 10-36 in *Cultural and intercultural experiences in European adult education,* edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

"Exploration of some of the major theoretical, methodological and substantive issues" of historical and comparative research in adult education.

51. Jarvis, P. "Problems in developing the study of international comparative education", pp. 145-155 in *Developments in the education of adults in Europe,* edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Examination of some problems and challenges in comparative study of adult education.

52. Jarvis, P. "Towards a comparative analysis?", pp. 405-414 in *Perspectives on adult education and training in Europe,* edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview analysis and thoughts on papers outlining historical roots and current situation and trends in broadly defined adult education, collected in the volume edited by Jarvis.

53. Kintzer, F.C. "Higher education beyond the United States: A glimpse of short-cycle higher education in other countries". *Community/ junior college quarterly of research and practice,* vol. 16, No. 1, (1992), pp. 1-8.

"The author's thesis is that 'Short-Cycle Higher Education'...is emerging as the potential leader in solving the worldwide need for training technologists and technicians. Sections of the article on characteristics and major issues feature explanations and comparisons of short-cycle systems throughout the world."

54. Knox, A.B. *Strengthening adult and continuing education: A global perspective on synergistic leadership.* San Francisco: Jossey-Bass, 1993. 598 p.

"Drawing on case studies from more than thirty countries, Knox explains how agency leaders can adapt strategic planning guidelines to identify objectives, create effective communication among stakeholders, reach agreement on policy guidelines, and give the supportive guidance, feedback, encouragement, and recognition that are essential for successful programming."

55. Leclercq, J-M. "General education and vocational training at the post-compulsory level in Europe: The end of mutual disregard?". *Comparative education,* vol. 30, No. 1, (1994), pp. 49-53.

Comparative examination of recent ongoing changes in education and training of young adults and the rapprochement between general education and vocational training.

56. Leirman, W. "Euro-Delphi: A comparative study of the future of adult education in 14 countries 1993-1995", pp. 141-158 in *Rethinking adult education for development II: Conference proceedings,* edited by M. Svetina. Ljubljana: Slovene Adult Education Centre, 1994.

Account of the aims and organization of the international comparative study.

57. Reguzzoni, S.J. "Educational needs and policies for continuing education". *Comparative education,* vol. 30, No. 1, (1994), pp. 55-61.

"The intention of this article is to illustrate policies adapted in several European countries for the expansion of continuing education as a means of making good the deficiencies of compulsory education."

58. Ryba, E. "Developing a world perspective on the education and training of young adults: An appreciation of Edmund King's contribution to the field of international post-compulsory education". *Comparative education*, vol. 30, No. 1, (1994), pp. 13-23.

"One of the most persistent themes to be found in Edmund King's work and writing is that concerned with informing decision-makers regarding the development of education and training for young adults."

59. Strewe, B. "Adult education transition in Central Europe, The CIS and the Baltic states". *Adult education and development*, No. 43, (1994), pp. 286-301.

"Against...a background of commonality between socialist countries resulting from the last 40-70 years, this contribution sets out to describe the effects on the people, the consequences for training and continuing education, and the associated problems up to the present date."

60. Titmus, C. "Cross-cultural communication in European adult education since the Second World War: Participants, purposes and problems", pp. 153-175 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Introduction to the study of cross-cultural communication in adult education in Europe Since 1945 and examination of how it differs from cross-cultural communication before the war.

61. Titmus, C. "Trends and issues of adult education in Western European countries", pp. 20-39 in *Internationales Jahrbuch der Erwachsenenbildung, 1994*, edited by J.H. Knoll. Köln: Böhlau Verlag, 1994.

"The author describes both political and conceptual processes of adult education and predominating tendencies and problems in Western European countries following World War II."

62. Tuijnman, A. "The expansion of adult education and training in Europe: Trends, explanations and challenges", pp. 1-20 in *Adult education and work*. Hamburg: Unesco Institute for Education, 1992 (also in: *International review of education*, vol. 38, No. 6, (1992), pp. 673-692).

"The main purpose of this chapter is to describe some factors contributing to an explanation of recent growth in adult education and training in the European Region. A second aim is to spell out the

ramifications of problems and policy questions arising from this expansion."

63. Wilson, D.N. "Comparative study of reforms in post-compulsory education and training of young adults". *Comparative education*, vol. 30, No. 1, (1994), pp. 31-37.

"This article examines education and training sector developments in selected 'traditional' developing nations, newly-industrializing countries (NIC) and the 'new development frontier' in Eastern Europe."

See also 1, 22, 23, 31, 32, 33, 35, 36, 39, 40, 42, 43, 65, 68, 79, 81, 83, 84, 92, 93, 105, 114, 115, 116, 120, 121, 123, 126, 127, 138, 142, 145, 146, 150, 154, 162, 168, 170, 173, 174, 179, 186, 192, 195, 197, 199, 201, 205, 208, 209, 211, 214, 215, 220, 222, 223, 225, 228, 230, 231, 233, 234, 235, 236, 238, 241, 249, 253, 256, 262, 263, 264, 265, 275, 278, 281, 282, 284.

2 (d) Biographies

64. "Pioneers and heroes: Part I Europeans". *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993). 30 p.

Biographical sketches of Christopher Bruun, N.F.S. Grundtvig, Christen Kold, Peter Manniche, Oscar Olsson and Erica Simon.

3 (a) State and adult education; legislation

65. Clyne, P. "Adult education in Europe: Structure and organization". *Adults learning*, vol. 4, No. 7, (1993), pp. 176-177.

Outline overview of recent legislative developments in western Europe.

66. Commission of the European Communities. *Guidelines for Community action in the field of education and training*. Luxembourg: The Commission, 1993. 26 p.

Commission working paper.

67. Lowe, J. "Public intervention in adult education", pp. 223-238 in *Learning across lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"This chapter considers the role of governments in the education of adults...The context is the national or federal level but, where appropriate, references are also made to the local level."

68. Papadopoulos, G.S. *Education 1960-1990: The OECD perspective.* Paris: OECD, 1994. 203 p.

    Examination of the "evolution of education and training policies " and of "the significant contribution made by the OECD in this area".

See also 27, 56, 69, 72, 77, 78, 80, 112, 117, 125, 126, 129, 175, 177, 209, 223, 231, 233, 262, 263.

3 (b) Financing of adult education

See 27, 68, 69, 77, 78, 80, 209, 223, 231, 262, 263.

4 (a) International organizations; international cooperation

69. Adams, A.V.; Middleton, J.; Ziderman, A. "The World Bank's policy paper on vocational and technical education and training". *Prospects*, vol. 23, No. 2, (1992), pp. 127-140.

    Commentary by the authors of the policy paper issued by the World Bank in 1991.

70. Bax, W. "Transnational folkhighschool courses in Europe", pp. 12-14 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Fokhighschool Work. Amersfoort: The Agency, 1993.

    Account of European international cooperation in the field of residential adult education.

71. Bélanger, P. "UNESCO Institute for Education and adult education", pp. 210-218 in *Internationales Jahrbuch der Erwachsenenbildung, 1994*, edited by J.H. Knoll. Köln: Böhlau Verlag, 1994.

    Account of the priorities and agenda of the Institute in the second half of the 1990s.

72. Bezikofer, M. "Future guidelines and objectives of the European Social Fund", pp. 16-30 in *The role of local systems in adult education in Europe*, edited by C. Plesser-Löper and R. Rohlmann. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994.

73. Charters, M. and Rubenson, K. "Workgroup IV: Basic institutions/organizations influencing the need and the progress of adult education, their role and their possibilities", pp. 57-60 in *Rethinking adult education for development II: Conference proceedings*, edited

by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Workgroup report from an international conference on the theme, held in Ljubljana, Slovenia, in October 1993.

74. Commission of the European Communities, Task Force: Human Resources, Education, Training and Youth. *Guide to the European Community programmes in the fields of education, training and youth* (2nd edn.). Luxembourg: Office of Official Publications of the European Communities, 1993. 86 p.

75. Commission of the European Communities, Task Force: Human Resources, Education, Training and Youth. *Vocational training in the countries of Central and Eastern Europe. What course of action for the European Community?* Paris: ACFCI, 1993. 79 p.

Report of a conference on the theme, held in Thessaloniki, Greece, on November 23-24, 1992.

76. Council of Europe, School and Out-of-School Education Section. *Adult education and social change. The European network. Network of adult education and community development schemes.* Strasbourg: Council of Europe, 1992. 38 p.

77. de Moura Castro, C. "Training policies in the World Bank: Putting the act together". *Prospects*, vol. 22, No. 2, (1992), pp. 141-148.

Comment on the policy paper on vocational and technical education and training issued by the World Bank in 1991.

78. Derenbach, R. "Current developments in European Union education policies", pp. 34-39 in *The role of local systems of adult education in Europe*, edited by C. Plesser-Löper and R. Rohlmann. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994.

79. Duke, C. "Trends in the development of adult education as a profession". *Adult education and development*, No. 43, (1994), pp. 305-317.

Analysis of professionalization trends and of international development and cooperation in adult education.

80. Foster, P. "Vocational education and training: A major shift in World Bank policy". *Prospects*, vol. 22, No. 2, (1992), pp. 149-155.

Comment on the policy paper on vocational and technical education and training issued by the World Bank in 1991.

81. Hake, B.J. "Activities of the European Society for Research on the Education of Adults (ESREA)". *Grundlagen der Weiterbildung*, vol. 4, No. 4, (1993), pp. 221-225.

    Account of the goals and activities of ESREA, established in 1991, and "systematic reflection upon the concept of 'a scientific forum' and some of the problems associated with the organization of a European forum for research on the education for adults and adult learning".

82. Hinzen, H. and Mercker, U. *European network of editors and publishers of adult education literature*. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994. 96 p.

    Report of an international seminar, held in Berlin, in October 1993.

83. Samlowski, M. "Does the South end in the East?". *Adult education and development*, No. 40, (1993), pp. 287-307.

    Subtitle: How far is it possible to transfer experiences gained in the course of adult education work in developing countries to cooperation in Central and Eastern Europe?

84. Sellin, B. *The EC Programme "Comparability of Vocational Training Qualifications": Aims, working methods, evaluation*. Luxembourg: Office for Official Publications of the European Communities, 1992. 21 p.

85. Shuman, M. *Towards a global village*. London: Pluto Press, 1994. 189 p.

    Subtitle: International community development initiatives.

86. Skilbeck, M. and Whitman, I. "OECD and educational links with Central and Eastern Europe". *International review of education*, vol. 38, No. 6, (1992), pp. 696-700.

    Outline of the educational assistance program (Partners in Transition) to the Czech and Slovak Republic, Hungary and Poland provided through the Centre for Co-operation with European Economies in Transition (CCEET).

87. Spicer, C. "Folk Education Resource Exchange Network: Toward an international community of folk educators", pp. 34-38 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort: The Agency, 1993.

    Account of the foundation of the Network (FEREN) established in 1992, of its aims, development and future prospects.

88. Stapel, C. "Proposal for further co-operation of folkhighschools/ residential colleges in Europe", pp. 54-55 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort: The Agency 1993.

89. Stobart, M. "The Council of Europe and education in the new Europe". *International review of education*, vol. 38, No. 6, (1992), pp. 693-696.

    Overview of the role of the Council of Europe as "the widest intergovernmental and interparliamentary forum in Europe".

90. Wilson, R.H. *Future developments in continuing education for adults in a changing Europe: Final report*. Zurich: Swiss Federation for Adult Education, 1992. 96 p.

    Final report of the triennial congress of the European Bureau of Adult Education, held in St. Gallen, Switzerland, on September 2-8, 1991.

See also 9, 19, 31, 32, 33, 35, 36, 56, 57, 63, 68, 96, 101, 111, 116, 119, 131, 132, 134, 135, 138, 139, 140, 142, 144, 148, 149, 156, 159, 172, 176, 177, 208, 216, 217, 218, 219, 220, 224, 226, 227, 239, 240, 243, 246, 261, 264, 266, 270, 273, 280, 282, 284.

4 (b) State-wide adult education systems and organizations

See 4, 103, 131.

4 (c) Regional adult education systems and organizations

91. Schiersmann, C. Continuing *education and training counseling services in a regional frame of reference: An analysis of cooperation structures*. Berlin: CEDEFOP, 1993. 125 p.

See also 4, 27, 103, 131.

4 (d) Local level adult education institutions and organizations

92. Otto, V. "Observations on local systems of adult education in Europe", pp. 5-10 in *The role of local systems in adult education in Europe*, edited by C. Plesser-Löper and R. Rohlmann. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994.

93. Plesser-Löper, C. and Rohlmann, R. (eds.). *The role of local systems in adult education in Europe.* Bonn: Institute for International Cooperation of the German Adult Education Association, 1994. 64 p.

    Collection of papers delivered and record of discussions at a conference held in Constance, Germany, on October 11-13, 1993; individual papers are listed under appropriate country and subheadings.

94. Rissom, H-W. "Unesco and the new Europe". *International review of education,* vol. 38, No. 6, (1992), pp. 700-705.

    Subtitle: CORDEE – Unesco's initiative to reinforce cooperation for the development of education in Europe.

See also 4, 27.

5 (a) Adult educators; staffing; training

See 54, 79, 247, 253.

6 (a) Theory of adult education

95. Basel, P. "Lessons of the experiences of adult education in Eastern Europe". *Convergence,* vol. 26, No. 1, (1993), pp. 67-72.

    Overview of the situation of the people and adult education in Central and Eastern Europe during the 40 years of communist rule, and the impact this heritage has on the current situation.

96. Bélanger, P. "Adult education: The learning demand and existing responses". *International journal of university adult education,* vol. 32, No. 2, (1993), pp. 17-35 (also in: *Adult education and development,* No. 4, (1993), pp. 225-238).

    Analysis of "the current difficult match between the learning demand and the existing responses", and suggestion of "some priorities for international intellectual cooperation".

97. Bélanger, P. "Lifelong learning: The dialectics of 'lifelong education' ". *International review of education,* vol. 40, Ns. 3-5, (1994), pp. 353-381.

    "This article examines the emergence of different patterns of lifelong education and at the same time gives an overall view of how the various contributions to this special issue add to our understanding of the process of change that is taking place in the educational arena."

98. Bogard, G. *For a socialising type of adult education. Transforming adult education into an autonomous system for the continuous resocialisation of adults.* Strasbourg: Council of Europe, 1992. 49 p.

99. Council of Europe, School and Out-of-School Education Section. *Adult education and social change.* Strasbourg: Council of Europe, 1992. 49 p.

100. Council of Europe, School and Out-of-School Education Section. *Adult education and social change. Education, poverty and insecurity.* Strasbourg: Council of Europe, 1992. 49 p.

101. Daniel, J.S. "Didactic conversations about prosperity, politics and peace", pp. 20-27 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

"[This paper] transfers Holmberg's idea of guided didactic conversation onto the dialogue between nations."

102. Duke, C. "What kind of adult education helps democracy?". *Adult education and development*, No. 39, (1992), pp. 187-198.

Thinkpiece on the important role adult education can and needs to play in fostering democracy in the post-Cold War era.

103. Federighi, P. "Adult education organisations in the countries of the European Community: Analysis of some basic indicators", pp. 9-51 in *Adult education organisations in the countries of the European Community: Notes for a directory*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Analysis of quantitative data from a survey carried out in the early 1990s.

104. Galliani, L. "People and technology in the Eastern European countries". *Educational media international*, vol. 29, No. 3, (1992), pp. 149-152.

Thoughts on the dangers of simplistic application of technology to education and training in the changing Central and East European countries.

105. Garrido, J.L.G. "Open and non-formal education: New paths for education in a new Europe". *Comparative education*, vol. 28, No. 1, (1992), pp. 83-89.

Thoughts on open and non-formal education and the important role they will come to play in the emerging new Europe.

106. Gelpi, E. "Adult education, democracy and development", pp. 219-227 in *Internationales Jahrbuch der Erwachsenenbildung, 1994,* edited by J.H. Knoll. Köln: Böhlau, 1994.

A thinkpiece on the close interrelationship between adult education, democracy and development.

107. Gelpi, E. "Adult education for export", pp. 79-86 in *Rethinking adult education for development II: Conference proceedings,* edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

108. Gelpi, E. "Identity and contemporary conflicts: The role of education in the construction of global identity". *International journal of university adult education,* vol. 32, No. 2, (1993), pp. 11-16.

Paper on the role of education in non-violent development of national, urban and global identities.

109. Gelpi, E. "Scientific and technological change and lifelong education". *International journal of lifelong education,* vol. 11, No. 4, (1992), pp. 329-334.

"This paper argues that scientific and technological change are interrelated with lifelong education. It asserts that these changes should not exclude consideration of human values and it concludes by illustrating the position adopted by the author from the work of three educational organisations...with which he is involved."

110. Heymans, P.G. "Lifespan learning: Developmental tasks and their management", pp. 33-51 in *Learning across the lifespan,* edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"In the first part of this chapter, some symbolic means which serve to constrain and shape forms of human lives and occasions for learning will be presented. In the second part, attention is given to developmental tasks in the context of adult learning."

111. Hildebrand, H. "Adult education, development and the question of evaluation: Invitation for dialogue". *Adult education and development,* No. 40, (1993), pp. 343-350.

"This article is an invitation to enter into the discussion on the evaluation of projects on adult education and offers criteria which can be helpful for such a discussion."

112. Jarvis, P. *Adult education and the state.* London: Routledge, 1993. 165 p.

"This book is offered as an introduction to the study of the political theory of the education of adults"; references to European countries are made throughout the text.

113. Jarvis, P. "Fear of learning and cultural certainty in late modernity", pp. 15-24 in *Meeting of cultures and clash of cultures,* edited by K. Yaron and F. Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

Paper presented at the Fourth International Conference on the History of Adult Education, held in the spring of 1992.

114. Jarvis, P. "Reconceptualizing adult education for development: A Western European perspective", pp. 315-326 in *Rethinking adult education for development,* edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Text of one of the plenary session papers at the international conference "Rethinking Adult Education for Development", held in Ljubljana, Slovenia, in October 1993.

115. Jelenc, Z. "Rethinking adult education for development: Introductory presentation", pp. 27-40 in *Rethinking adult education for development II: Conference proceedings,* edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Opening statement at an international conference on the theme, held in Ljubljana, Slovenia, in October 1993.

116. Jelenc, Z.; Krajnc, A.; Svetina, M. "Outstanding experts on adult education: A synthetic presentation of the main stands proceeding from the investigation", pp. 287-314 in *Rethinking adult education for development,* edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Analysis of the responses of some 100 leading adult educators worlwide to a questionnaire study of their personal views on the rationale for, scope, role and place of adult education.

117. King, E. "The young adult frontier and the perspective of continuous change". *Comparative education,* vol. 28, No. 1, (1992), pp. 71-82.

"Today's young adult frontier is without precedent. Let us contrast it with previous times."

118. Marriott, S. and Youngman, F. "Workgroup I: The system of adult education and learning: Definition, concept, field, terminology", pp. 43-49 in *Rethinking adult education for development II: Con-*

ference proceedings, edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Workgroup report from an international conference, held in Ljubljana, Slovenia, in October 1993.

119. Oglesby, K.L. and Bax, W. "The new Europe: Challenges for European adult education". *Convergence*, vol. 26, No. 1, (1993), pp. 51-58.

A look at the challenges facing adult education in Europe as a result of the European Community single market, and the recent developments in Central and Eastern Europe.

120. Organisation for Economic Co-operation and Development. *OECD societies in transition: The future of work and leisure*. Paris: OECD, 1994. 128 p.

"This report evaluates likely long-term developments in employment and unemployment, and explores the opportunities and risks such wide-ranging changes may bring OECD countries in the decades ahead."

121. Polturzycki, J. "Rethinking adult education in the former socialist countries in Europe", pp. 348-358 in *Rethinking adult education for development*, edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Text of one of the plenary session papers at the international conference "Rethinking Adult Education for Development", held in Ljubljana, Slovenia, in October 1993.

122. Reischmann, J. and Henschke, J. "Workgroup II: Pedagogy and andragogy: Relation between the education of children and the education of adults", pp. 50-52 in *Rethinking adult education for development II: Conference proceedings*, edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Workgroup report from an international conference, held in Ljubljana, Slovenia, in October 1993.

123. Schuller, T. "Age, gender, and learning in the lifespan", pp. 17-32 in *Learning across the lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"This chapter presents a summary of major criticisms of conventional lifespan development theories, especially stage models, and considers the way in which the interaction between two major variables, age and gender, suggests a need for a reappraisal of orthodox perspectives on the lifespan."

124. Simons, P. R-J. "Theories and principles of learning to learn", pp. 159-171 in *Learning across the lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"The subject of this chapter is learning to learn. A theory is presented concerning learning functions and media that can be fulfilled either by teachers, books, or computers, or by the students themselves."

125. Tuijnman, A.C. "Paradigm shifts in adult education", pp. 205-222 in *Learning across the lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"This chapter deals with the changing policy context of adult education. Some examples are presented that illustrate the argument that, in recent years, there has been a slow but significant shift in emphasis from 'adult education' to 'adult learning'. The factors calling for an emphasis on the adult learner are discussed and some of the implications for policy and research presented."

126. Tuijnman, A.C. and van der Kamp, M. (eds.). *Learning across the lifespan: Theories, research, policies*. Oxford: Pergamon, 1992. 263 p.

Collection of papers, many of these revisions of papers read at the international symposium "Learning Across the Lifespan: Implications for Initial and Adult Education", held at the University of Groeningen, the Netherlands, in June 1991; individual papers are listed under appropriate country and subheadings.

127. Tuijnman, A.C. and van der Kamp, M. "Learning for life: New ideas, new significance", pp. 3-16 in *Learning across the lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

Introduction of issues discussed at the international symposium "Learning Across the Lifespan: Implications for Initial and Adult Education", held at the University of Groeningen, the Netherlands, in June 1991.

128. van der Kamp, M. "Effective adult learning", pp. 191-203 in *Learning across the lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"If learning across the lifespan is taken seriously, then it will be necessary to develop theories of learning and instruction that can be used to design powerful learning environments suitable for adults. Some relevant developments and their applications to adult education will be discussed in this chapter."

129. Wijetunga, W.M.K. "Workgroup III: The status of adult education in different national policies and worldwide", pp. 53-56 in *Rethinking adult education for development II: Conference proceedings*, edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

    Workgroup report from an international conference, held in Ljubljana, Slovenia, in October 1993.

130. Wildemeersch, D. and Jansen, O. (eds.). *Adult education, experiential learning and social change: The postmodern challenges*. Gravenhage, Netherlands: VUGA, 1992. 184 p.

    "This book is the result of a two-years project in which several people from different European countries have critically investigated their theoretical and practical assumptions about experiential learning, adult and continuing education and social change"; individual chapters are listed under appropriate country and subheadings.

See also 20, 25, 27, 35, 36, 50, 51, 54, 56, 60, 61, 81, 132, 135, 137, 139, 140, 141, 146, 149, 157, 158, 159, 160, 161, 162, 166, 167, 168, 169, 180, 188, 190, 195, 196, 202, 212, 271.

6 (b) Research in adult education

131. Bax, W. "The main types of organisations of adult education in Europe: Several case studies", pp. 97-180 in *Adult education organisations in the countries of the European Community: Notes for a directory*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

    Analysis and classification of 50 case studies.

132. Bélanger, P. "Research and intercultural cooperation in adult education". *International journal of university adult education*, vol. 31, No. 3, (1992), pp. 7-20.

    Exposition of a plan of action and international cooperation in research, Instituted by the Unesco Institute for Education, for a seven-year period starting in 1990.

133. Bengtsson, J. and Wurzburg, G. "Effectiveness research in continuing education: Merely interesting, or actually relevant?". *International journal of educational research*, vol. 17, No. 6, (1992), pp. 527-535.

134. Centre for Educational Research and Innovation. *The OECD international education indicators: A framework for analysis.* Paris: OECD, 1992. 118 p.

"This publication examines conceptual issues surrounding the functions and limitations of education indicators that could meet the growing demand for more and better information about the quality of education."

135. Czarnocka, E.; Grootings, P; Stefanov, M. et al. *Towards cooperation among researchers of vocational education and training in Europe.* Berlin: CEDEFOP, 1992. 114 p.

Papers presented at the platform meeting of European Vocational Training Research Institutes (27 September 1991); individual papers are listed under appropriate country and subheadings.

136. de Corte, E. "Fostering the acquisition and transfer of intellectual skills", pp. 91-107 in *Learning across the lifespan,* edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

Review of research on learning and instruction carried out Since the middle of the seventies.

137. Field, J. "Investigating adult learning in post-industrial society". *International journal of university adult education,* vol. 31, No. 3, (1992), pp. 1-6.

Introductory overview article in a theme issue on research in adult education.

138. Grootings, P. "The modernization of vocational education and training systems in Central and Eastern Europe: The role of research cooperation", pp. 3-9 in *Towards cooperation among researchers of vocational education and training in Europe.* Berlin: CEDEFOP, 1992.

139. Hake, B.J. "A forum for research on the education of adults in Europe? The European Society for Research on the Education of Adults (ESREA)", pp. 191-205 in *Internationales Jahrbuch der Erwachsenenbildung, 1993,* edited by J.H. Knoll. Köln: Böhlau, 1993.

Exposition of the rationale for ESREA and of its activities and plans for the future.

140. Hake, B.J. "Is there a forum for research on the education of adults in Europe? Some problems and trends". *International journal of university adult education,* vol. 33, No. 1, (1994), pp. 1-22.

Analysis of the situation of adult education research in Europe, and of international cooperation activities and future plans of the European Society for Research on the Education of Adults (ESREA).

141. Hautecoeur, J-P. "Literacy in rural areas – orientations for action research", pp. 7-24 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Opening reflections in a collection of papers on literacy in rural areas in industrialized countries.

142. Leirman, W. "The future of adult education in Europe: A proposal based on a Delphi research project in Belgium", pp. 91-100 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Report on a Delphi study carried out in Flanders in the early 1990s, and a proposal for a comparative European Delphi study.

143. McGivney, V. "Participation and non-participation: A review of the literature", pp. 11-30 in *Adult learners, education and training*, edited by R. Edwards, S. Sieminski and D. Zeldin. London: Routledge, 1993.

Edited version of Section 1 in V. McGivney, *Education's for other people: Access to education for non-participating adults*. Leicester: National Institute for Adult Continuing Education, 1990.

144. Manninen, J. "Managers of their own life and learning – an evaluation of an European Project for Long Term Unemployed Professionals aiming at mobility in Europe", pp. 32-43 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"The article describes a transnational unemployment education programme which objective was access, orientation and mobility for jobs in the single EU market. The programme was targeted to long-term unemployed managers and professionals."

145. Organisation for Economic Co-operation and Development. *Education in OECD countries: A compendium of statistical information 1988-89, 1989-90*. Paris: OECD, 1993. 131 p.

Contains statistical information on part-time secondary level and higher education.

146. Pöggeler, F. "Trends in andragogical research in Europe", pp. 9-15 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Analytical overview of research trends.

147. Stahl, T.; Nyhan, B.; D'adjola, P. *The learning organisation: A vision for human resource development.* Luxembourg: Office of Official Publications of the European Communities, 1993. 100 p.

See also 16, 27, 45, 46, 47, 51, 81, 84, 125, 126, 127, 160, 163, 179, 184, 185, 187, 188 191, 195 214, 230, 242, 249, 264, 268, 277.

7 (a) Folk high schools; residential adult education

148. Agency for European Folkhighschool Work (ed.). *Is there a future for folkhighschool work in Europe?* Amersfoort, Netherlands: The Agency, 1993. 56 p.

Papers from an international seminar, held in Bergen, Netherlands, on May 15, 1993; individual papers are listed under appropriate country and subheadings.

149. Eichberg, H. (ed.). *Schools for life.* Copenhagen: Association of Danish Folkehøjskoler, 1992. 117 p.

Collection of papers from an international seminar marking the centenary of the Association of the Danish Folk High Schools, held in August 1991; individual papers are listed under appropriate subheadings.

150. Stapel, C. "Is there a future for folhighschool work in Europe?", pp. 49-53 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort, Netherlands: The Agency, 1993.

Overview of current situation of residential adult education in Europe, and of future development prospects.

See also 27, 64, 70, 87, 88, 280.

8 (a) University extension; universities and adult education

151. "Continuing education in the European Community". *Hochschule und Weiterbildung*, No. 1, (1992), pp. 31-38.

"The below given descriptions of the nature for [primarily university] CE in the EC countries were presented at the first meeting of EUCEN [European Universities Continuing Education Network] in May 1991."

152. European Association for the Education of Adults (ed.). *The relationship between the universities and the adult education movement.* Barcelona: The Association, 1993. 111 p.

Collection of articles on the theme; individual articles are listed under appropriate country and subheadings.

153. Sayetat, F. "Strategies for promoting technology transfer". *Higher education management,* vol. 5, No. 1, (1993), pp. 49-53.

Summary record of the OECD seminar of the same title, held in Grenoble, in the spring of 1992.

154. Steele, T. "A science of democracy: An outline of the development of university extension in Europe, 1890-1920", pp. 61-85 in *Adult education between cultures,* edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"This chapter is an abbreviated version of the author's report...which was concerned to chart the spread of 'university extension' across the countries of Continental Europe [during the 1890-1920 period]."

See also 27, 43, 54, 198, 200, 201, 202, 209, 211, 248, 251, 255, 260.

8 (b) Night schools; evening Institutes; adult education centres

See 204.

8 (c) Volkshochschulen; people's and workers' universities

See 43.

9 (b) Voluntary associations; societies; clubs

See 4, 27, 50, 188, 191, 279.

9 (c) Study circles; discussion groups

See 27, 64, 279.

10 (a) Correspondence study; distance education; open learning

155. Bieniussa, M. "Distance education in a European carrier of advertising". *Epistolodidaktika: The European journal of distance education*, No. 2, (1993), pp. 30-41.

Analysis of advertising by distance education institutions in the 17 language editions of *Readers digest* in Europe.

156. Bocharov, Y.A. *East-West distance education project: Report of the pilot phase and plans ahead*. Espoo, Finland: International Association for Continuing Engineering Education, 1993. 17 p.

157. d'Azevedo, R. Ch. "Creating a new European dynamism through open learning activities". *Epistolodidaktika: The European journal of distance education*, No. 1, (1993), pp. 6-24.

Analysis of the current economic problems facing the European Community and of the contribution open learning can and needs to make to economic development.

158. d'Azevedo, R. Ch. "Open distance learning for a competitive Europe". *Epistolodidaktika: The European journal of distance education*, No. 1, (1992), pp. 5-13.

Assessment of the current situation and future need for and role of open distance learning in Europe.

159. Harry, K.; Keegan, D.; Magnus, J. (eds.). *Distance education: New perspectives*. London: Routledge, 1994. 384 p.

"This book brings together a selection of the best writing on distance education in recent years. Divided into six sections – theory, organization, administration, media, study and international perspectives – the book reflects the current concerns of distance educators and charts the progress in the field over the last ten years."

160. Holmberg, B. "On European distance-education research", pp. 37-47 in *International perspectives on distance education research*, edited by E.J. Burge. University Park, PA: American Center for the Study of Distance Education, Pennsylvania State University, 1992.

Overview of selected European research.

161. Keegan, D. (ed.). *Theoretical principles of distance education*. London: Routledge, 1993. 272 p.

Collection of papers exploring the problems that distance education poses to the theorist; individual papers are listed under appropriate country and subheadings.

162. Keegan, D. "The theoretical underpinnings of distance education", pp. 76-87 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

Analysis of the development of theoretical foundations of distance education Since the late 1950s.

163. Lampikoski, K. "AECS Quality Survey Project (Part I)". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 52-60.

Report of a quality survey carried out in 1993 for the Association of European Correspondence Schools.

164. Lampikoski, K. (ed.). "Network". *Epistolodidaktika: The European journal of distance education*, No. 2, (1992), pp. 79-86.

Notes on recent developments in distance education in a number of European countries.

165. Ljosâ, E. "Distance education in a modern society". *Open learning*, vol. 7, No. 2, (1992), pp. 23-30.

The paper identifies "the main roles for distance education in a modern society, and in both a Norwegian and the broader European context."

166. Ortner, G.E.; Graff, K.; Wilmersdoerfer, H. (eds.). *Distance education as two-way communication: Essays in honour of Börje Holmberg*. Frankfurt/Main: Peter Lang, 1992. 272 p.

"This book deals with one of the most urgent and complicated problems higher education is facing worldwide in our days. It is about communication between those who teach at academic level and those who want to develop themselves by means of academic studies"; individual papers are listed under appropriate country and subheadings.

167. Peters, O. "Distance education: A revolutionary concept", pp. 28-34 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

Analysis of the emergence of the concept and praxis of distance education during the last 25 years, based on the background changes in educational policy, educational administration, students, objectives, media, and teaching and learning behaviours.

168. Rumble, G. "The competitive vulnerability of distance teaching universities". *Open learning*, vol. 7, No. 2, (1992), pp. 31-45.

Examination of the vulnerability of distance teaching universities to competition from distance teaching programs of campus-based universities and from "dual mode universities which have worked across a range of methods for some years".

169. Rumble, G. "Explanation, theory and practice in distance education", pp. 102-122 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

"I want in this essay to discuss critically the nature of explanation, theory and practice in distance education."

170. Tait, A. "Approaches to quality assurance for student support in Europe". *Open learning*, vol. 8, No. 3, (1993), pp. 50-53.

Report on the action of the European Association of Distance Teaching Universities (EADTU) to improve quality assurance for student support in higher distance education.

171. van den Brande, L. *Flexible and distance learning*. New York: Wiley, 1993.

Part of the Developing European Learning through Technological Advance (DELTA) project, "this book aims to give a detailed view of the current world situation of real implementations of flexible and distance learning."; includes country overviews and institutional case studies.

172. van der Mark, D. "The AECS quality guidelines". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 49-51.

Outline of quality guidelines developed by the Association of European Correspondence Schools.

See also 7, 8, 54, 101, 177, 179, 180, 181, 244, 257, 270.

11 (a) Educational radio and television; educational technology

173. Achille, Y. and Miège, B. "The limits to the adaptation strategies of European public service television". *Media, culture and society*, vol. 16, No. 1, (1994), pp. 31-46.

Study of the challenges to public broadcasting in Belgium, Germany, Great Britain, Italy, France, and Spain.

174. Cerri, S.A. and Whiting, J. (eds.). *Learning technology in the European Communities*. Dordrecht, Netherlands: Kluwer Academic Publishers, 1992. 752 p.

175. Drijvers, J. "Community broadcasting: A manifesto for the media policy of small European countries". *Media, culture and society*, vol. 14, No. 2, (1992), pp. 193-201.

176. Gardiol Guttierez, Ch. and Boder, A. "Multimedia and training: Practice and skills of European producers, results of the European Project 'START-UP', (Part 1 and 2)". *Educational media international*, vol. 29, No. 2, (1992), pp. 120-128 (Part 1) and No. 3, pp. 190-200 (Part 2).

Report on the most promising results of the START-UP project, pedagogical and technological aspects, and economic factors.

177. Hawkridge, D. "International co-production of distance-teaching courses". *British journal of educational technology*, vol. 24, No. 1, (1993), pp. 4-11.

Analysis of the reasons for international co-production and a composite case study of the UK's Open University experiences with international co-production.

178. Kaye, A.R. (ed.). *Collaborative learning through computer conferencing: The Najaden papers*. Berlin: Springer Verlag, 1992. 260 p.

Papers delivered at the NATO Advanced Research Workshop on the theme, held in Denmark July 29-August 3, 1991; individual papers are listed under appropriate country and subheadings.

179. Kuomi, J. "Types of co-production: Case studies from nine countries". *Open praxis*, vol. 1, (1993), pp. 17-20.

Overview of case studies on co-production in Hungary, Netherlands and an unidentified European country.

180. Ortner, G.E. "Does two-way communication require a new distance education technology?", pp. 148-170 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

"An inquiry into the potentials and limitations of new information and communications technology with respect to education, be it general or professional, be it named teaching, training, instruction or further education."

181. Wells, R. *Computer-mediated communication for distance education: An international review of design, teaching and institutional*

issues. University Park, PA: American Center for the Study of Distance Education, Pennsylvania State University, 1992. 69 p.

See also 7, 8, 15, 104, 156, 159, 164, 165, 182, 244, 269, 270.

12 (a) Libraries

182. Deschamps, M.C. "The electronic library. Bielefeld Conference, 1994". *Libri*, vol. 44, No. 4, (1994), pp. 304-310.

"After studying the origins of the electronic library, from new technologies to research methods for library practices, the author reviews here the various uses of electronic publications in a library, their advantage and their difficulties."

14 (a) Community development

183. Organisation for Economic Co-operation and Development. *Cities for the 21st century*. Paris: OECD, 1994. 178 p.

See also 54, 76, 85, 175, 188, 189, 191, 279.

15 (a) Literacy; adult basic education

184. Benton, L. and Noyelle, T. *Adult illiteracy and economic performance*. Paris: OECD, 1992. 87 p.

"This monograph presents a composite view of the literacy problem, the linkage between literacy and economic performance, and the opportunities and difficulties for addressing successfully the challenges raised by deficient levels of literacy in a cross-section of OECD countries. The focus is on literacy problems among adults, particularly among those already in the workforce."

185. Chudinova, V.P. "Functional illiteracy: A problem of the developed countries". *Russian education and society*, vol. 36, No. 12, (1994), pp. 22-31.

186. Fagan, W.T. "Adult literacy surveys: A trans-border comparison". *Journal of reading*, vol. 38, No. 4 (1994/95).

187. Fase, W. (ed.). *Illiteracy in the European Community: Research problems and research findings*. De Lier, Netherlands: Academisch Boeken Centrum, 1992. 202 p.

Articles deal with Europe, France, Greece, Netherlands and U.K.

188. Hautecoeur, J-P. (ed.) *Alpha 92: Current research in literacy.* Hamburg: Unesco Institute for Education, 1992. 472 p.

"ALPHA 92 is part of the program-based research plan of the Unesco Institute for Education on literacy strategies in industrialized countries"; individual papers are listed under appropriate country and subheadings.

189. Hautecoeur, J-P. (ed.). *Alpha 94: Literacy and cultural development strategies in rural areas.* Toronto: Culture concepts, 1994. 347 p.

"Through literacy issues, this book investigates the response of groups, local communities and organizations to the crises ravaging rural communities in many regions of industrialized countries"; individual papers listed under appropriate country and subheadings.

190. Hautecoeur, J-P. "Literacy and cultural development strategies", pp. 327-347 in *Alpha 94: Literacy and cultural development strategies in rural areas,* edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Closing reflections on a study of broad literacy issues in rural communities in industrialized countries.

191. Hautecoeur, J-P. "Literacy tactics in the community organizations movement", pp. 445-472 in *Alpha 92: Current research in literacy,* edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992,

Overview of research into community organizations movement in literacy, contrasting assessments of various associations and analysis of their national context, and portrayals of literacy education.

192. Limage, L. "Adult literacy and basic education in Europe", pp. 75-88 in *Adult learners, education and training,* edited by R. Edwards, S. Siemionski and D. Zeldon. London: Routledge, 1993 (edited version of an article which appeared in *Comparative education,* vol. 26, No. 1, (1990)).

"This chapter examines the growth of recognition of this complex issue in Western European countries and North America Since the early 1970s."

193. Limage, L. "Literacy in industrialized countries: 10 questions and possible answers", pp. 136-140 in *Internationales Jahrbuch der Erwachsenenbildung, 1992,* edited by J.H. Knoll. Köln: Böhlau, 1992.

Part of UNESCO information issued during the international literacy year 1990.

194. Mundaly, B. "ESL literacy needs of long-term resident Turkish women". *Open letter,* vol. 3, No. 1, (1992), pp. 27-38.

195. Verhoeven, L.; van't Rood, R.; van der Laan, C. (eds.). *Attaining functional literacy: A cross-cultural perspective – from literacy research to active plans.* The Hague: Netherlands National Commission for UNESCO, 1993. 122 p.

Proceedings of an international conference, held in Tilburg, Netherlands, October 10-12, 1991.

196. Winter, Ch. (ed.). *The future of literacy and the literacy of the future.* Hamburg: Unesco Institute for Education, 1992. 87 p.

Report of the Seminar on Adult Literacy in Industrialized Countries, held in Hamburg, December 4-7, 1991.

See also 38, 54, 166, 285.

15 (c) Post-secondary education; higher education

197. Bron-Wojciechowska, A. "Non-traditional students access into academy: Changes in higher education policy in Europe and Sweden". *Erwachsenenbildung in Osterreich,* vol. 45, No. 4, (1994), pp. 18-22.

"In this article, I introduce and analyse some aspects of policy changes in higher education in Europe and also changes in higher education policy in Sweden, which influence issues of student access."

198. Cabal, A.B. *The university as an institution today.* Paris: Unesco, 1993. 238 p.

Examination of the roots and historical development of the university, its philosophy, missions, functions, objectives, structures and service to culture and the professions; section on university extension services (pp. 161-171).

199. de Jonge, J.F.M. and Dillo, I.G. *Access to higher education within the European Community.* Leiden, Netherlands: IPR, 1992. 85 p.

200. Field, J. (ed.). "Continuing education for a new Europe" (theme issue). *International journal of university adult education,* vol. 32, No. 2, (1993), 78 p.

Collection of papers from the 1992 conference of the Universities Council for Adult and Continuing Education (UCACE), held in Manchester, with representatives from 11 European countries.

201. Field, J. "Transformation and renewal in continuing higher education in Europe". *International journal of university adult education*, vol. 32, No. 2, (1993), pp. 1-10.

Overview of recent European developments and of future prospects of university continuing education.

202. Husén, T. "The applicability of democratic principles and the mission of the university". *Interchange*, vol. 23, No. 1-2, (1992), pp. 11-18.

203. Jallade, J-P. *Access to higher education in Europe: Problems and perspectives*. Strasbourg: Council of Europe, 1992. 30 p.

Collection of papers from the conference Access to Higher Education in Europe, held in Parma, Italy, in 1992.

204. Jallade, J-P. "The role of higher education in the renewal of the education and training systems of Central and Eastern Europe". *Educational and training technology international*, vol. 30, No. 2, (1993), pp. 113-121.

"The purpose of this paper is to highlight the contribution of higher education to the restructuring and reform of other sectors of the education and training systems in Central and Eastern Europe"; includes treatment of "promoting continuing education within higher education".

205. Kasworm, C.E. "Adult higher education from an international perspective". *Higher education: The international journal of higher education and educational planning*, vol. 25, No. 4, (1993), pp. 411-423.

"This article will present a synthesis of current international policies, programs and perspectives in adult higher education. As a background overview, key societal forces, local characterizing terminology, and select national descriptive statistics of adult student enrollments will be presented. Three organizational patterns of international adult higher education will be suggested."

206. Kogan, M. "Strategies for university planning: Meeting the needs of a new clientele". *Higher education management*, vol. 4, No. 1, (1992), pp. 7-12.

207. Kogan, M. and Brennan, J. *Higher education and the world of work: An overview.* London: Brunnel University, 1992. 21 p.

208. Thomas, E.J. and Mitchell, V.A. "The development of European networks concerned with continuing higher education". *Continuing higher education review,* vol. 58, No. 1-2, (1994), pp. 64-86.

Analysis of European networks developed for international cooperation in continuing higher education.

209. Titmus, C.; Knoll, J.H.; Wittpoth, J. *Continuing education in higher education: Academic self-concept and public policy in three European countries.* Leeds: University of Leeds, 1993. 282 p.

"Through a comparison of the experience of continuing education in three major national systems, of France, Germany and Britain, this book describes the changes, identifies the forces which have imposed new obligations on largely resistant institutions, and analyses the consequences for practice."

210. Vlasceanu, L. *Trends, developments, and needs of the higher education systems of the Central and Eastern European countries.* Bucharest: European Centre for Higher Education, 1992. 48 p.

Contains sparse references to part-time studies and professional staff development.

See also 53, 54, 151, 168, 170, 270.

15 (d) Education permanente; lifelong learning; recurrent education

211. Otala, L. *European approaches to lifelong education: Trends in industry practices and industry-university cooperation in adult education and training.* Geneva: European University-Industry Forum, 1992. 111 p.

Overview of the situation of vocational continuing education provided by business and industry and by educational institutions, and of cooperation between them.

212. Wain, K. "Lifelong education and adult education – The state of the theory". *International journal of lifelong education,* vol. 12, No. 2, (1993), pp. 85-99.

Review of the discussion of lifelong education in the 1970s and 1980s, examination of the "minimalist" and the "maximalist" interpretation, and proposal for renewal of the "maximalist" view.

See also 6, 97.

16 (a) Vocational and technical education; apprenticeship

213. Blanfain, R. *Contractual policies concerning continued vocational training: General report.* Leuven: Peters, 1993. 130 p.

214. Caillods, F. "Converging trends amidst diversity in vocational training systems". *International labour review*, vol. 133, No. 2, (1994), pp. 241-257.

"Following a succession of brief interviews of national vocational training and education (VET) systems highlighting diversity in the way different systems are structured and managed, this article seeks to identify converging trends as between countries with different cultural backgrounds and at different stages of economic development."

215. Chisholm, L. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the European Community: Young Europeans and vocational counseling – what do which young people need and wont? Synthesis report.* Berlin: CEDEFOP, 1994. 132 p.

216. Collins, H. *European vocational educational systems: A guide to vocational education and training in the European community.* London: Kogan Page, 1993. 236 p.

"A thorough and practical guide to the vocational education and training...within the EC Member States...The first [part] deals with background issues, such as EC directives. The second deals with vocational qualification systems within each state, giving a country by country guide. The final part outlines EC programmes promoting recognition of training schemes and qualifications."

217. Commission of the European Communities. *Interim Report on the FORCE Programme – action programme for the development of continuing vocational training in the European Community* [COM(94)418 final]. Luxembourg: Office for Official Publications of the European Communities, 1994. 23 p.

218. Commission of the European Communities, Task Force Human Resources, Education, Training and Youth. *Competitiveness, growth and job creation – what contribution can education and training make?* Luxembourg: Office for Official Publications of the European Communities, 1994. 89 p.

Report of the 1993 Cumberland Lodge Conference.

219. Commission of the European Communities, Task Force Human Resources, Education and Youth. *Innovation in training: The potential*

of modular courses. Luxembourg: Office for Official Publications of the European Communities, 1994. 82 p.

Report of a conference, held in Lisbon, June 1992, in the framework of the EC PETRA Programme.

220. Commission of the European Communities, Task Force Human Resources , Education , Training and Youth. *Vocational training in the European Community: Challenges and future outlook.* Luxembourg: Office for Official Publications of the European Communities, 1994. 72 p.

Subtitle: Follow-up to the Commission memorandum on vocational training in the European Community in the 1990s.

221. Commission of the European Communities, Task Force Human Resources, Education, Training and Youth, and Ecotech Research and Consulting Ltd. *Education and training of personnel concerned with environmental issues relating to industry.* Luxembourg: Office for Official Publications of the European Communities, 1993. 300 p.

222. das Neves, O.A. *Evaluation of vocational training in a regional context – a synthesis report.* Berlin: CEDEFOP, 1993. 59 p.

223. Derenbach, R. *Evaluation as an approach towards the improvement of regional vocational training and labour market policy.* Berlin: CEDEFOP, 1992. 49 p.

"This report contains the results of a comparative analysis of a number of case studies commissioned by the Centre [CEDEFOP] to identify savoir-faire in evaluation at local level."

224. European Centre for the Development of Vocational Training. *Continuing education and training in Europe: Documentation of the 4th European Congress of Continuing Education and Training.* Berlin: BBJ Verlag, 1993. 434 p.

225. European Centre for the Development of Vocational Training. *Initial and continuing vocational training in Europe.* Berlin: CEDEFOP, 1994. 44 p.

226. European Centre for the Development of Vocational Training. *Matching training needs to training provision – contributions to the 1993 CEDEFOP Forum.* Berlin: CEDEFOP, 1994. 176 p.

227. European Centre for the Development of Vocational Training. *Perspectives for continuing education and training: Cooperation*

between Western and Eastern Europe. Berlin: CEDEFOP, 1992. 122 p.

228. European Centre for the Development of Vocational Training. *Use of the system of comparability of vocational training qualifications by employees and workers*. Berlin: CEDEFOP, 1994. 44 p.

European report of an investigation of the effective use of comparability, carried out in 1993.

229. European Centre for the Development of Vocational Training. *Vocational training in Europe: Towards a modular form?* Berlin: CEDEFOP, 1994. 20 p.

230. European Institute for Education and Social Policy and Gordon, J. *Systems and procedures of certification of qualifications in the European Community* (3rd edn.). Berlin: CEDEFOP, 1994. 103 p.

Comparative analysis of twelve national studies of the systems and procedures as a first step towards a synthesis.

231. Gil, S.; Allesch, J.; Preiss-Allesch, D. *Improving SME access to training: Strategies for success. A report on best practice in EC Member States*. Berlin: CEDEFOP, 1994. 138 p.

232. Haines, R.; Bardsley, D.; European Foundation for the Improvement of Living and Working Conditions. *The education and training of personnel involved in the handling and monitoring of hazardous wastes*. Luxembourg: Office of Official Publications of the European Communities, 1992. 70 p.

233. Klenovšek, T.V. and Olesen, H.S. (eds.). *Adult education and the labour market*. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994. 235 p.

Proceedings of an international conference, held in Ljubljana, Slovenia, October 10-12, 1993; individual papers are listed under appropriate country and subheadings.

234. Koelink, A.H. *The comparability of vocational qualifications in Europe*. Berlin: CEDEFOP, 1992. 33 p.

235. Laflamme, G. *Vocational training: International perspectives*. Geneva: ILO, 1993. 277 p.

236. Lassibille, G. and Paul, J-J. *Access to vocational training in three sectors of the European economy* (2nd edn.). Berlin: CEDEFOP, 1994. 50 p.

Comparative analysis of the sectors of construction (France/Italy, Spain/Luxembourg), electrical engineering/electronics (Portugal/Denmark, Belgium/Greece), and office work/administration/commerce/insurance (Germany/Netherlands, UK/Ireland).

237. McGivney, V. *Motivating unemployed adults to undertake education and training: Some British and other European findings.* Leicester: National Institute of Adult Continuing Education, 1992.

238. Méndez-Vigo, M.; Bertrand, O.; Kruse, W. et al. *Training in the retail sector: European report.* Berlin: CEDEFOP, 1994. 83 p.

239. Ministry of Education, Denmark. *How to improve the possibilities of involving all young people in working and social life.* Copenhagen: The Ministry, 1994. 54 p.

    Proceedings of an EU conference, held in Denmark, November 17-19, 1993.

240. Ministry of Education, Denmark. *How to improve the possibilities of involving all young people in working and social life: Country papers.* Copenhagen: The Ministry, 1994. 51 p.

    Collection of country papers (Belgium, Denmark, France, Germany, Luxembourg, Netherlands, Portugal and UK) for an EU conference, held in Denmark, November 17-19, 1993.

241. Organisation for Economic Co-operation and Development. *Apprenticeship: Which way forward?* Paris: OECD, 1994. 164 p.

    "This is the first publication addressing 'alternance' from a comparative international perspective, looking simultaneously at its pedagogical, economic and institutional aspects."

242. Olesen, H.S. "Background and thematic outline for the ESREA Seminar on Research into Adult Education and Labour Market", pp. 9-13 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

243. Reis, F.O. *Interim report on studies on "The role of the company in generating qualifications: The training impact of work organization".* Berlin: CEDEFOP, 1994. 28 p.

    Report of a meeting held March 31-April 1, 1993.

244. Rumble, G. and Oliviera, J. (eds.). *Vocational education at a distance: International perspectives.* London: Kogan Page, 1992. 174 p.

Collection of case studies on experiences with delivery of vocational education and training by distance means; individual case studies listed under appropriate country and subheadings.

245. Russell, R. *Vocational qualifications in Europe: A guide.* Weston on the Sea, UK: Elmsleigh Education, Training and Advisory Services Ltd., 1993. 62 p.

246. Schlicht, M. "The development of vocational training in Central and Eastern Europe: German experience in demand". *Bildung und Wissenschaft/Education and science*, No. 1, (1994), pp. 3-8.

Account of vocational training situation and needs, and of the interest in and applicability of the German model of dual apprenticeship training and of German assistance to Central and Eastern European countries.

247. Watts, A.G. *Occupational profiles of vocational counselors in the European Community – a synthesis report.* Berlin: CEDEFOP, 1992. 75 p.

See also 3, 5, 17, 46, 49, 58, 63, 69, 75, 77, 80, 84, 135, 138, 147, 254, 265.

16 (b) Training in business, industry and government

248. Bartz, W.J. *Professional continuing education in Europe: Needs of industry and possibilities of universities.* Ehningen, Germany: Expert Verlag, 1993. 85 p.

Papers from an international conference, held in Loveno di Menaggio/COMO, Italy, September 6-8, 1992; individual papers are listed under appropriate country and subheadings.

249. Bergner, S.; Ehmann, Ch.; Grünewald, U.; Santer, E. *Country studies on the financing of vocational training with particular reference to continuing training for the gainfully employed.* Berlin: CEDEFOP, 1992. 105 p.

Analysis of the range of training for employees in the Member Countries of the EU.

250. Bundesinstitut für Berufsbildung, Germany. *New methodologies for in-company initial vocational training: Findings from pilot projects.* Berlin: Bundesinstitut für Berufsbildung (BIBB), 1992. 39 p.

251. Commission of the European Communities, Task Force on Human Resources, Education, Training and Youth. *European higher education-industry cooperation: Advanced training for competitive ad-*

vantage. Luxembourg: Office of official Publications of the European Community, 1992. 98 p.

252. Engström, Y. *Training for change: New approach to instruction and learning in working life*. Geneva: ILO, 1994. 149. p.

253. Germe, F. *The training profession in enterprises: Synthesis report*. Berlin: CEDEFOP, 1992. 23 p.

254. Müller-Warson, L. *Vocational training in the tourist industry*. Berlin: CEDEFOP, 1992. 146 p.

See also 17, 46, 211, 221, 225, 232, 238, 243, 264, 268.

16 (c) Professional continuing education; in-service training

255. Otala, L. *Lifelong learning based on industry-university cooperation: A strategy for European industry's competitiveness*. Espoo, Finland: Helsinki University of Technology, 1993. 275 p.

Published doctoral dissertation identifying "a European lifelong learning strategy which meets the competence development needs of both European industry and European employees. The research is based on a multiple-case study research methodology and includes 30 large and 'successful' European companies and 167 universities during 1987-88 and 1990-92".

256. Otala, L. *Lifelong learning of engineers in industry*. Espoo, Finland: International Association for Continuing Engineering Education, 1993. 62 p.

"This report...presents the status and trends of lifelong learning in Europe, USA and Japan with focus on engineers working in industry."

257. Randall, D. "University management in Eastern Europe". *Higher education in Europe*, vol. 18, No. 1, (1993), pp. 71-77.

Proposed ways "by which higher education institutions in western Europe can form co-operative links with higher education institutions in eastern and central Europe in order to assist the latter in their efforts to adopt western methods of academic administration to their particular local situations".

258. Smith, J. "The European teaching force: Conditions, mobility and qualifications". *International review of education*, vol. 38, No. 6, (1992), pp. 641-657.

Contains a short section on "Continuing training" (pp. 650-651).

259. Standing Liaison Committee of Physiotherapists within the EC (SLPC). *Post basic physiotherapy education in the European Community: Continuing education – postgraduate education.* Henley in Arden, UK: SLPC, 1994. 109 p.

260. Weimar, B. "Assumptions about university-industry relationships in continuing professional education: A re-assessment". *European journal of education,* vol. 27, No. 4, (1992), pp. 379-396.

A point of view of an experienced industrialist who has been both, a supplier and consumer, of continuing education.

See also 53, 54, 144, 210, 248.

16 (d) Retraining; upgrading

261. European Foundation for the Improvement of Living and Working Conditions. *Counseling and long-term unemployment: Report on Phase I of the EUROCOUNSEL Action Research Programme.* Luxembourg: Office of Official Publications of the European Community, 1993. 112 p.

262. Geers, F.; Nielsen, S.; Darling, J. *New strategies to combat long-term unemployment in Belgium, Denmark and the United Kingdom* (2nd edn.). Berlin: CEDEFOP, 1994. 139 p.

"The volume includes detailed descriptions of measures taken in the three Member States concerned, as well as information on organizations active in this field and the reports prepared...following short visits to selected projects."

263. Otte, R. and Schlegel, W. *Continuing education and training of the long-term unemployed in ten Member States of the European Community: A summary report.* Berlin: CEDEFOP, 1992. 176 p.

Report of key results of a research project on the theme, sponsored by the European Centre for the Development of Vocational Training as part of a three-year action program of the Commission of the European Communities to combat long-term unemployment , which commenced in 1988.

See also 39, 40, 213, 225, 237, 252.

16 (e) Agricultural extension; rural adult education

See 54, 189.

18 (a) Education of women

264. Sensi, D. et al. *Equal opportunities and vocational training: Evaluation of in-company training schemes for women.* Berlin: CEDEFOP, 1992. 117 p.

"CEDEFOP has been implementing equal opportunities and vocational training actions for many years. The following report constitutes a summary of a long-term period evolution process, commenced in 1989."

265. Valbjörn, L. and Seeland, S. *Equal opportunities and vocational training: Selected programmes of vocational training for women.* Berlin: CEDEFOP, 1992. 157 p.

Overview of equal opportunity counseling and vocational training for women, citing especially Scandinavian and German examples.

See also 3.

19 (a) Workers' education; union education; paid educational leave

266. Gregor, Z. "Importance of workers' education more accentuated now by ever-growing responsibilities of trade unions". *Labour education,* No. 4, (1992), pp. 16-19.

An "interesting insight into the link between workers' education and international labour standards".

267. Law, M. "The changing world of worker education: An historical perspective". *New Zealand journal of adult learning,* vol. 21, No. 1, (1993), pp. 7-33.

See also 39, 40, 252.

20 (a) General education; humanities; liberal arts

See 39, 40, 54.

20 (b) Languages

268. Commission of the EC, LINGUA Programme. *Issues relating to the delivery of language training to small/medium sized enterprises – a research report.* London: London Enterprise Agency, 1992. 21 p.

20 (c) Science education; environmental education

269. OECD Nuclear Energy Agency. *Visitor centres at nuclear facility sites.* Paris: OECD, 1993. 288 p.

Proceedings of an international seminar on the role of visitor centres; "it addresses communications strategies, the management of such centres, and uses of the latest technology in the field of audio-visual experiment and interactivity".

270. Sirviö, P. "The Baltic Sea environment – a distance teaching experiment". *Life and education in Finland,* No. 4, (1992), pp. 9-14.

Account of experience with the first mediated international distance education project in the Baltic Sea area, part of a larger distance education project "The Baltic University".

20 (d) Civic education; political training

271. Pöggeler, F. "Adult education for one world", pp. 25-48 in *Meeting of cultures and clash of cultures,* edited by K. Yaron and F. Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

Paper presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992.

272. Süssmuth, R. "The European dimension of adult education". *Adult education and development,* No. 43, (1994), pp. 318-328.

Thoughts on the important role of adult education in facing the challenges of European unification.

273. Unesco Institute for Education. *Adult education for international understanding, human rights and peace.* Hamburg, UIE, 1992. 78 p.

Report of the workshop on the theme, held in Hamburg, April 18-19, 1991.

274. Yaron, K. and Pöggeler, F. (eds.). *Meeting of cultures and clash of cultures: Adult education in multicultural societies.* Jerusalem: Magness Press, Hebrew University, 1993. 270 p.

Collection of papers presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992; individual papers are listed under appropriate country and subheadings.

See also 85, 112, 175, 183, 284.

20 (f) Consumer education; cooperative education

275. Charters, M.A. "Consumer education: Empowering for development", pp. 87-97 in *Rethinking adult education for development II: Conference proceedings*, edited by M. Svetina. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Paper given at an international conference, held in Ljubljana, Slovenia, October 1993.

20 (g) Health education

See 11, 54.

20 (h) Physical education; sports; recreation

See 37.

20 (i) Pre-retirement education; programs for retired

276. "European networks: Innovative projects involving older people". *Adults learning*, vol. 5, No. 4, (1993), pp. 110-11.

Brief reports on projects in Denmark, France, Ireland, Germany, Italy and Netherlands.

277. European Older Students Research Group. *Older students and employability: A survey of older students in four European countries.* Milton Keynes: Regional Academic Services, The Open University, 1993.

Report of a 1992 research into any "relationship between the learning activities of older people and their quality of life".

278. Niederfranke, A. "Education for the elderly: New directions in a changing Europe". *International review of education,* vol. 38, No. 4, (1992), pp. 327-341.

Analysis of the importance of the elderly in the European unification process, and of the current situation and shortcomings of the provision of education for this growing segment of European population.

279. Pilley, Ch. "Adult education, community development and older people", pp. 265-276 in *Adult learners, education and training,* edited by R. Edwards, S. Siemionski and D. Zeldon. London: Routledge, 1993.

Short account of overall recent developments in this area, and case studies of the Gilde projects in the Netherlands and the Viborg study circle in Denmark.

280. Schnackenberg Cattani, M. "International folk education for older adults: Scandinavian Seminar's European Elderhostell programs", pp. 39-42 in *Is there a future for folkhighschool work in Europe?,* edited by Agency for European Folkhighschool Work, Amersfoort. Netherlands: The Agency, 1993.

281. Tyler, Wm. "Older learners: A European context". *Adults learning* (UK), vol. 5, No. 4, (1993), pp. 90-91.

Outline overview of common issues in adult education for older adults that emerged from a study carried out by the Council of Europe's Working Party on Older Adults.

See also 54, 283.

20 (m) Immigrant, ethnic minority, multicultural education

282. Commission of the European Communities, Task Force Human Resources, Education, Training and Youth. *Community of learning: Intercultural education in Europe.* Luxembourg: Office of Official Publications of the European Community, 1994. 18 p.

283. Gundara, J. and Jones, C. *Long-term unemployed and the elderly in migrant communities in Europe.* Strasbourg: Council of Europe Press, 1992. 64 p.

"This report is a preliminary investigation into the role of intercultural education generally, and adult education within a multicultural context specifically, in combating long-term unemployment...[and] the social and economic isolation of older migrants."

284. Leumer, W. "Migrants and ethnic minorities: A European challenge to adult education". *Adult education and development*, No. 43, (1994), pp. 233-245.

"This contribution will sketch out the initial results of a project conducted in 1994 with European financial support by IIZ/DVV [Institute for International Cooperation of the German Adult Education Association] in cooperation with British colleagues at NIACE (National Institute of Adult Continuing Education), under the title 'Learning to live in a multicultural society'."

See also 54, 274.

20 (n) Prison education; prisoner rehabilitation

285. Sutton, P. *Basic education in prisons: Interim report*. Hamburg: Unesco Institute for Education, 1992. 77 p.

Interim report on a UIE project to investigate and promote basic education in prisons, launched in 1991.

See also 54.

SCANDINAVIA

2 (c) Comparative studies

See 293, 294.

3 (a) State and adult education; legislation

See 286, 287.

3 (b) Financing of adult education

See 286.

4 (a) International organizations; international cooperation

286. Jeppesen, D. "The Nordic Action programme 'VOKS FREM' ", pp. 9-15 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"The Nordic Council of Ministers (ministers for culture and education) adopted the Nordic Action Programme for the Invigoration of Adult Education in the Future 'VOKS FREM' (1992-1996) April 1992."

287. Nordic Council of Ministers. *Nordic Action programme for the Invigoration of Adult Education in the Future VOKS FREM (1992-1996)*. Copenhagen: The Council, 1992. 18 p.

288. Nordic Council of Ministers. "The Nordic Network in Adult Education", pp. 135-141 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

"The following short presentation describes the Nordic Network 'Concerning Early School Leavers – Adult Education and Working Life'. The paper addresses the issue 'Adult education and priority social groups (with the lowest educational level and qualifications)'."

See also 295.

6 (a) Theory of adult education

See 290, 291, 292.

6 (b) Research in adult education

289. Borish, S. "The use of Erikson's psycho-social moratorium as a research tool in the study of Scandinavian folk high schools", pp. 126-137 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"The purpose of this article is to show that Erik H. Erikson's concept of the psycho-social moratorium can be a useful research tool in the study of Scandinavian Folk High Schools."

290. Gam, P. et al (eds.). *Social change and adult education research 1991/92*. Copenhagen: Royal Danish School of Educational Studies, 1993. 235 p.

Papers presented at the third annual Nordic adult education research meeting; individual papers are listed under appropriate country and subheadings.

291. Tøsse, S. et al (eds.). *Social change and adult education research: Adult education research in Nordic countries 1992/93*. Trondheim: Norwegian Institute of Adult Education, 1994. 256 p.

Collection of research papers dealing primarily with vocational adult education; individual papers are listed under appropriate country and subheadings.

292. Tuomisto, J. *Social change and adult education research: Adult education research in Nordic countries 1990/91*. Linköping, Sweden: Department of Education and Psychology, Linköping University, 1992. 254 p.

Papers presented at the second annual Nordic adult education research meeting; individual papers are listed under appropriate country and subheadings.

7 (a) Folk high schools; residential adult education

See 289.

10 (a) Correspondence study; distance education; open learning

293. Ljosså, E. "Independent distance teaching institutions: From cooperation to incorporation?", pp. 35-44 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

Comparative analysis of the development of privately owned distance education institutions in Denmark, Norway and Sweden.

12 (a) Libraries

294. Aurén, B. "Public libraries in the Nordic countries: A comparative study". *Scandinavian public library quarterly*, vol. 25, No. 2, (1992), pp. 4-7.

Analysis of Nordic public libraries in preparation for a major study of the public libraries in broad societal context.

295. Äyräs, A. "Nordic and Baltic countries – forwards together". *Scandinavian public library quarterly*, vol. 26, No. 4, (1993), pp. 4-5.

Brief account of the assistance to and cooperation with libraries in Estonia, Latvia and Lithuania.

ALBANIA

2 (a) General overviews; collections of writings; yearbooks

296. Koening, A.M. *An overview of the educational system of Albania.* Milwaukee, USA: Educational Credential Evaluators Inc., 1993. 46 p.

AUSTRIA

1 (a) Bibliographies; directories; yearbooks

See 300.

2 (a) General overviews; collections of writings; yearbooks

297. Blaschek, H. "Austria", pp. 130-146 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

See 297, 298, 300, 304, 307.

2 (c) Comparative studies

See 300.

2 (d) Biographies

298. Dvořák, J. "Edgar Zilsel, science and popular education in Vienna in the early twentieth century", pp. 247-260 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Analysis of the ideas of Zilsel, his position vis-à-vis prevailing academic climate, and his contribution to the education of the working class.

See also 300.

3 (a) State and adult education; legislation

299. Bisovsky, G. "Conditions, aims and functions of state policy for adult education: The Austrian example in historical and contempo-

rary perspective", pp. 288-314 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

"This chapter focuses on current public policy for adult education in Austria and traces lines of development from the first emergence of such a state policy [in 1918]."

3 (b) Financing of adult education

See 299.

4 (a) International organizations; international cooperation

300. Marriott, S. *English-German relations in adult education 1875-1955: A commentary and select bibliography*. Leeds: University of Leeds, 1994.

Exploration of "the origins, qualities and consequences of personal and professional contacts between enthusiasts for adult education from England on one side and Germany and Austria on the other".

See also 305.

5 (a) Adult educators; staffing; training

301. Filla, W. "Co-operation between AE and the university in the training and further education of adult educators in Austria", pp. 19-22 in *The relationship between the universities and the adult education movement*, edited by the European Association for the Education of Adults. Barcelona: The Association, 1993.

Outline of the situation and needs of training of adult educators.

6 (a) Theory of adult education

302. Blaschek, H. "Response to the questionnaire study 'Outstanding Experts on Adult Education' ", pp. 35-41 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

303. Lenz, W. "Response to the questionnaire study 'Outstanding Experts on Adult Education' ", pp. 171-173 in *Rethinking adult*

education for development, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 298.

6 (b) Theory of adult education

See 308.

8 (a) University extension; universities and adult education

See 301.

8 (c) Volkshochschulen; people's and wórkers' universities

304. Stifter, Ch. "Making popular education known to the public: Dissemination of *Volkshochschulen* in Austria 1870-1930", pp. 261-287 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Analysis of the reasons for the successful spread of the *Volkshochschulen* and their growing popularity in the period 1870-1930.

See also 301.

9 (b) Voluntary associations; societies; clubs

See 298.

10 (a) Correspondence study; distance education; open learning

305. Palank, F. "Distance learning on an international basis: The case of Austria". *Open learning*, vol. 8, No. 1, (1993), pp. 44-46.

15 (c) Post-secondary education; higher education

See 305.

16 (a) Vocational and technical education; apprenticeship

306. Wenidoppler, H. "Trends in the development of vocational adult education", pp. 5-13 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Brief overview of recent developments and current situation of adult vocational training.

18 (a) Education of women

307. Anderson, H. *Utopian feminism: Women's movements in fin-de-siècle Vienna*. New Haven: Yale University Press, 1992. 322 p.

20 (l) Pre-retirement education; programs for retired

308. Kolland, F. "Social determinants and potentials of education in later life: The case of Austria". *Educational gerontology*, vol. 19, No. 6, (1993), pp. 535-550.

"A review of the special case of Austria and the educational attainments of its elderly indicates that social reality is slow in its transformation and that the disadvantageous educational achievements credited to today's older people hardly encourage them in pursuing later-life studies."

BELARUS

(Since 1991)

2 (a) General overviews; collections of writings; yearbooks

309. Sobol, M. "Byelorussia", pp. 45-53 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Brief overview of current situation and trends of adult education.

6 (b) Research in adult education

See 310.

8 (a) University extension; universities and adult education

See 310.

15 (a) Literacy; adult basic education

See 310.

16 (c) Professional continuing education; in-service training

310. CEPES. "Belarus: New developments in higher education and research". *Higher education in Europe*, vol. 17, No., 4, (1992), pp. 87-94.

Contains a section on upgrading and retraining.

BELGIUM

2 (a) General overviews; collections of writings; yearbooks

311. Leirman, W. "Belgium", pp. 1-18 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

312. Organisation for Economic Co-operation and Development. *Reviews of national policies for education: Belgium*. Paris: OECD, 1993. 133 p.

The first review of educational policy in Belgium by OECD; contains brief sections on education of adults.

2 (b) History of adult education

313. Simon, F. and van Damme, D. "Education and moral improvement in a Belgium industrial town (1860-90). Francois Laurent (1810-87) and the working classes in Ghent". *History of education*, vol. 22, No. 1, (1993), pp. 63-84.

Deals besides popular education for young people also with educational societies for adult workers.

See also numbers 325, 327.

2 (d) Biographies

See 313.

3 (a) State and adult education; legislation

See 336, 342, 345.

3 (b) Financing of adult education

See 336.

4 (c) Regional adult education systems and organizations

See 333.

6 (a) Theory of adult education

314. Allegaert, P. and Vanmarcke, L. "Varium et mutabile: Modernity, postmodernism and socio-cultural education", pp. 63-75 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

    Application of a combination of sociological, philosophical and cultural elements to the theme.

315. Houben, H. "The quality question", pp. 137-143 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

    Reflections "about definitions of the quality of educational programmes for adults" and exploration of "powers and mechanisms that currently influence these definitions".

316. Leirman, W. ""Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 164-167 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

317. Leirman, W. and Anckaert, L. "Moral issues in adult education: From life problems to educational goals and postmodern uncertainty", pp. 259-272 in *Adult education and theological interpretations*, edited by P. Jarvis and N. Walters. Malabar, USA: Krieger, 1993.

318. Raes, K. "Critical theory in a 'disenchanted world': The challenge of anti-theoreticism", pp. 35-50 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

    Examination of "the origins of present-day scepticism articulated by postmodernist scholars".

319. van Damme, D. "Social change and educational optimism: Notes on the limits of a modernist idea", pp. 51-62 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

The author "both deconstructs and reconstructs some of the basic assumptions in educational theory and practice".

320. Wildemeersch, D. "Ambiguities of experiential learning and critical pedagogy: The challenge of scepticism and radical responsibility", pp. 19-33 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

Investigation of "several dilemmas that currently face the movement of experiential learning".

321. Wildemeersch, D. "Crossing borders in socio-cultural education with adults", pp. 155-168 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

"In this paper, I will refer to the discussions that are currently taking place in Belgium and Holland with regard to the future organisation and orientation of socio-cultural work with adults."

6 (b) Research in adult education

322. Verhaeghen, P. and Marcoen, A. "More or less the same? A memorability analysis on episodic memory tasks in young and older adults". *Journals of gerontology*, vol. 48, No. 4, (1993), pp. 172-178.

Report of a relative memorability analysis conducted on a young (19.5 years) and an old (67.0 years) age group.

323. Verhaeghen, P.; Marcoen, A.; Goossens, L. "Facts and fiction about memory aging: A quantitative integration of research findings". *Journals of gerontology*, vol. 48, No. 4, (1993), pp. 157-171.

Presentation of a meta-analytic literature review on adult age differences in speed of search in short-term memory, memory span, list recall, paired-associate recall, and prose recall.

324. Verhaeghen, P.; van Raust, N.; Marcoen, A. "Memory training in the community: Evaluations by participants and effects on metamemory". *Educational gerontology*, vol. 19, No. 6, (1993), pp. 525-534.

Report of a research study of 129 elderly participants in seven types of memory training programs in Belgium.

See also 336, 338.

7 (a) Folk high schools; residential adult education

325. Roels, R. "A view from the Flemish Folkhighschool", pp. 27-29 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort, Netherlands: The Agency, 1993.

Account of the rationale for the establishment and the work of the first Flemish folk high school, established in 1952, and the folk high school network which developed from it since the mid-1970s.

8 (a) University extension; universities and adult education

326. Osterrieth, M. "Strategies for promoting technology transfer: Some introductory thoughts". *Higher education management*, vol. 5, No. 1, (1993), pp. 54-65.

"This article discusses the questions a university has to face in developing its technology transfer activities. It examines objectives, resource evaluation, creation of the environment and the arrangements appropriate for the administration of change. It discusses ways of making the best of resources."

327. van Damme, D. "The University Extension movement (1892-1914) in Ghent, Belgium in comparative perspective", pp. 11-42 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"This chapter explores some of the reasons for...divergence [between French-speaking Walloon provinces and Dutch-speaking Flanders]. Its particular focus is on developments at the University of Ghent, which pioneered university extension in Belgium. The case of Ghent serves also to clarify more general issues regarding the spread of university extension in continental Europe."

See also 337, 338.

9 (b) Voluntary associations; societies; clubs

See 313, 332.

10 (a) Correspondence study; distance education; open learning

328. Henderikx, P. "Management and promotion of quality in distance education". *Open learning*, vol. 7, No. 3, (1992), pp. 34-41.

Setting out of "key issues for the management of quality for institutions with an open higher education mission or those considering one".

329. van der Kelen, A. "Open higher education in Flanders (Belgium)". *Distance education: An international journal*, vol. 13, No. 2, (1992), pp. 292-297.

Brief account of he development and current situation of open higher education in Flanders.

11 (a) Educational radio and television; educational technology

330. Donnay, J. et al. *New information technology in education, vol. 2, Belgium*. Luxembourg: Office of Official Publications of the European Communities, 1993. 141 p.

Project of the EC Task Force Human Resources, Education, Training and Youth.

331. Rueda, J. "Collaborative learning in a large scale computer conferencing system", pp. 87-101 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer, 1992.

"This paper describes some of the learning processes that take place within TOOLS, a family of computer conferencing systems used within the world-wide IBM internal network, with particular reference to the largest of them, the IBMPC conferencing system."

15 (a) Literacy; adult basic education

332. Arrijs, O. "The Alpha Mons--Borinage experience", pp. 343-372 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Account of the genesis, development, work and future prospects of a voluntary literacy association in the French-speaking part of Belgium.

333. Chapotte, A. and David, F. "Building a regional partnership in the fight against illiteracy in Belgium", pp. 199-221 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Account of regional literacy campaign started in December 1990 in the French-speaking Province of Namur.

334. Gehre, G. "Basic education in Flanders: Strengths and weaknesses", pp. 427-444 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Account of recent developments in literacy.

335. Georis, P. "Basic education and personal development strategies", pp. 29-50 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

"This paper presents a report on a series of pilot projects conducted in Wallonia (Belgium) on job integration for disadvantaged groups."

336. Stercq, C. *Literacy, socialisation and employment*. Hamburg: Unesco Institute for Education and London: Jessica Kingsley Publishers, 1993. 128 p.

"This study examines the effects on the social and economic development of a region (the French community of Belgium) if a significant part of its potential labour force is ignored because it is illiterate."

See also 328, 329.

15 (c) Post-secondary education; higher education

337. Bourgeois, E. "Organizational conditions and strategies for widening access to universities – a Belgian study". *International journal of university adult education*, vol. 32, No. 1, (1993), pp. 17-45.

"This article emphasizes the crucial role of politics in the development of access policies at the university...The central question at issue...is how can a university become more accessible institution."

338. Bourgeois, E. and Liénard, G. "Developing adult education in universities: A political view". *Higher education management*, vol. 4, No. 1, (1992), pp. 80-90.

"The central argument that is made in the article is that the decision-making process underlying the development of adult education in universities can be best described as a political process."

See also 326.

16 (a) Vocational and technical education; apprenticeship

339. Arryn, P.; Delagrange, H.; Denys, J. *Training in the motor vehicle repair and sales sector in Belgium*. Berlin: CEDEFOP, 1994. 74 p.

340. Cotton, P.; Lyons, B.; Dunne, J.A. et al. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: in Belgium, in Ireland, in the Netherlands, in Portugal.* Berlin: CEDEFOP, 1992. 260 p.

341. Cruz, E.; Potiriadis, M.; Le Marois, H. et al. *Support policies for business start-ups and the role of training – national reports from Portugal, Belgium and Greece – synthesis report.* Berlin: CEDEFOP, 1992. 208 p.

342. Debaty, P. *Systems and procedures of certification of qualifications in Belgium.* Berlin: CEDEFOP, 1994. 64 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

343. Debaty, P. *Vocational education and training in Belgium.* Berlin: CEDEFOP, 1994. 138 p.

344. European Centre for the Development of Vocational Training. *Training in the retail sector in the French and Flemish-speaking communities in Belgium.* Berlin: CEDEFOP, 1994. 103 p.

16 (d) Retraining; upgrading

345. Darling, J.; Geers, F.; Nielsen, F. *New strategies to combat long-term unemployment in Belgium, Denmark and the United Kingdom. Synthesis report.* Berlin: CEDEFOP, 1992. 68 p.

346. Geers, F. "Training programmes for the long-term unemployed in the Flemish community in Belgium", pp. 15-26 in *Adult education and social change – Conference report,* edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Analysis of training aimed directly, as well as indirectly, at the job market, and of guidance and counseling.

See also 335, 336.

19 (a) Workers' education; union education; paid educational leave

See 313.

20 (d) Civic education; political training

See 347.

20 (l) Pre-retirement education; programs for retired

See 324.

20 (m) Immigrant, ethnic minority, multicultural education

347. Leirman, W. "Belgium: A tri-ethnic mosaic – on the way to federalism", pp. 161-175 in *Meeting of cultures and clash of cultures*, edited by K. Yaron and F. Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

    Paper presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992.

See also 332.

BULGARIA

2 (a) General overviews; collections of writings; yearbooks

348. Bizhkov, G. and Miliankova, R. "Bulgaria", pp. 35-44 in *Perspectives on adult education and training in Europe,* edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation, and trends of broadly defined adult education.

2 (b) History of adult education

349. Nelson, L.L. "Education, association, activism: Bulgarian women of the national revival intelligentsia (1850s-1870s)", pp. 275-297 in *Scholar, patriot, mentor,* edited by R.B. Spence and L.L. Nelson. Boulder, USA: East European Monographs, 1992.

Historical account of the contribution of "educated women who formed women's associations to function as forums for educational, benevolent and patriotic work in support of the national cause".

350. Veličkov, A. "Some Bulgarian-American cultural societies and organizations between the two world wars". *Bulgarian historical review,* vol. 22, No. 1, (1994), pp. 88-100.

Historical account of cultural societies in Bulgaria established and supported by Americans and of American-Bulgarian societies in the USA.

See also 355, 356.

4 (a) International organizations; international cooperation

See 350.

4 (d) Local level adult education institutions and organizations

See 350.

6 (b) Research in adult education

351. Stefanov, M. "Developments in vocational training research in Bulgaria", pp. 10-18 in *Towards cooperation among researchers of vocational education and training in Europe*. Berlin: European Centre for the Development of Vocational Training, 1992.

9 (b) Voluntary associations; societies; clubs

352. Palavcev, Ch. "Bulgaria: Federation of Societies for the Spreading of Knowledge". *Adult education and development*, No. 40, (1993), pp. 257-260.

Outline of the rationale for and aims of the federation, founded in April 1990.

See also 349, 350.

11 (a) Educational radio and television; educational technology

353. Marinov, M.T. "A global teaching strategy in knowledge-managed computer-assisted instruction systems". *Educational and training technology international*, vol. 31, No. 1, (1994), pp. 31-37.

354. Vassileva, J. "Pedagogical decisions within an ITS-shell". *Computers and education*, vol. 18, Ns. 1-3, (1992), pp. 39-43.

Description of a unified, hierarchically-organized method of domain knowledge representation with teaching operators for an ITS-shell.

11 (b) Press; publishing

355. Radkova, R. "Advertising the publication of books during the national revival". *Bulgarian historical review*, vol. 20, No. 3, (1992), pp. 72-82.

Historical account of the spreading of book culture among the population when Bulgaria was under the Ottoman Turk rule.

12 (a) Libraries

See 355.

15 (a) Literacy; adult basic education

356. Mishkova, D. "Literacy and nation-building in Bulgaria 1878-1912". *East European quarterly*, vol. 28, No. 1, (1994), pp. 63-93.

Analysis of the relationship between literacy rates and growth and economic development.

16 (a) Vocational and technical education; apprenticeship

See 351.

18 (a) Education of women

See 349.

20 (d) Civic education; political training

See 356.

CROATIA

(Since 1991)

6 (a) Theory of adult education

357. Pastuovic, N. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 206-208 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

358. Pongrac, S. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 213-215 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

CZECHOSLOVAKIA

(Through 1992)

2 (a) General overviews; collections of writings; yearbooks

359. Hartl, P. "Adult education at large", pp. 25-33 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Situation of adult education in Czechoslovakia between the end of the communist era and the separation of Czechoslovakia in 1993.

360. Hartl, P. "Czechoslovakia", pp. 54-63 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots and of situation of adult education in Czechoslovakia before its breakup into the Czech Republic and the Slovak Republic in 1993.

6 (a) Theory of adult education

361. Hartl, P. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 100-102 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

10 (a) Correspondence study; distance education; open learning

362. Eklund, P.; van Enckevort, G.; Harry, K.; Rumble, G. "The development of distance higher education in the Czech and Slovak Republic, Hungary and Poland". *Open learning*, vol. 8, No. 2, (1993), pp. 18-26.

Paper "based on a recent research report into the current provision of and potential for developing distance higher education in the three Central European countries.

CZECH REPUBLIC

(From 1993)

2 (a) General overviews; collections of writings; yearbooks

363. Hartl, P. "The natural experiment: Czecho-Slovak velvet divorce". *Convergence*, vol. 26, No. 3, (1993), pp. 5-12.

Reflections on the current situation of adult education in the Czech Republic, with some references to Slovakia, placed against historical background.

11 (a) Educational radio and television; educational technology

See 364.

14 (a) Community development

See 364.

15 (a) Literacy; adult basic education

364. Hubik, S. "Television and literacy development in the Czech Republic", pp. 197-209 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Analysis of a far-reaching ongoing television program for cultural literacy and its recent offshoots, based on theoretical-philosophical considerations and framework.

DENMARK

2 (a) General overviews; collections of writings; yearbooks

365. Jacobsen, B. "Denmark", pp. 275-286 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical; roots, current situation and trends of broadly defined adult education.

366. Ministry of Education and Danish Research and Development Centre for Adult Education. *Adult education in Denmark and the concept of "folkeoplysning"*. Copenhagen: Danish Research and Development Centre for Adult Education, 1993. 44 p.

"...describes the present state of and future challenges for adult education...a historical view is presented...[and] the concept of 'folkeoplysning' is analysed in more detail."

367. Ministry of Education and Research, Denmark. *Characteristic features of Danish education*. Copenhagen : The Ministry, 1992. 33 p.

Contains references to education of adults.

368. Ministry of Education and Research, Denmark. *Education in Denmark: A brief outline*. Copenhagen: The Ministry, 1992. 24 p.

Contains sections on education of adults.

2 (b) History of adult education

See 366, 370, 371, 373, 374, 375, 376, 380, 381, 402, 430.

2 (c) Comparative studies

369. Hansen, H.B. "Grundtvig and the Third World: The transfer of Grundtvig ideas to other peoples and cultures", pp. 299-322 in *Heritage and prophecy: Grundtvig and the English-speaking world*, edited by A.M. Allchin et al. Aarhus: Aarhus University Press, 1993.

Comparative analysis of the success and failure of transplantation attempts with the Danish folk high school idea and practice.

See also 416, 425.

2 (d) Biographies

370. Allchin, A.M. "Grundtvig and England. An introduction", pp. 3-18 in *Heritage and prophesy: Grundtvig and the English-speaking world*, edited by A.M. Allchin. Aarhus: Aarhus University Press, 1993.

Introductory chapter in a collection of essays aimed at (re)introducing the life and thought of N.F.S. Grundtvig, and important Danish clergyman, scholar, poet and educational thinker.

371. Bjerg, J. "Christen Mikkelsen Kold". *Prospects*, vol. 24, Ns. 1-2, (1994), pp. 21-35.

Biographical account of the life, ideas and work of the founder of one of the first Danish folk high schools.

372. Kjær, P. "Peter Manniche, Founder, The International People's College". *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993), pp. 22-24.

Outline sketch of religious and social influences on Manniche, and of his ideas on international education.

373. Kold, C. "How I became a folk teacher". *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993), pp. 9-19.

Autobiographical reflections of Christen Kold, considered the prime implementer of the Danish folk high school idea, as delivered at a church laymen meeting in 1866.

374. Lawson, M. "Nikolaj Grundtvig". *Prospects*, vol. 23, Ns. 3-4, (1993), pp. 613-623.

Biographical account of the life and ideas of the originator of the Danish folk high school idea.

375. Lawson, M. "Profiles of educators: N.F.S. Grundtvig (1783-1872)". *Prospects*, vol. 22, No. 1, (1992), pp. 113-119.

Biographical account of the work and educational ideas of the originator of the Danish folk high school idea.

376. Spencer, L. "N.F.S. Grundtvig: Founder of the folk school". *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993), pp. 4-8.

Sketch of influences in Grundtvig's life and outline of his educational ideas.

See also 380, 403.

3 (a) State and adult education; legislation

See 377, 379, 414, 417, 422, 425, 428.

3 (b) Financing of adult education

377. Ehlers, S. "The educational needs and demands of Danish workers as reflected in the curricula of the Act on Adult Educational Grants (the VUS)", pp. 91-101 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"The article discusses the choices of learners in due to the subjects and themes in the curriculum and in due to the ways of organizing the courses"; the article also deals with consequences of the Act for permanent education of all workers.

See also 414, 422, 428.

4 (a) International organizations; international cooperation

See 372.

4 (d) Local level adult education institutions and organizations

378. Stock. A. *Lifelong education – the Danish experience life-long education as a significant cultural element in a small town in Denmark.* Nottingham: Centre for Research into the Education of Adults, Department of Adult Education, University of Nottingham, 1993. 74 p.

The report is part of a larger study 'Lifelong Education as a Cultural Element in a Range of European Countries", which aims at systematic comparison between similar communities in England, Wales, Netherlands, Ireland and Switzerland, with possibility of examining also communities in Central and Eastern Europe.

See also 393.

5 (a) Adult educators; staffing; training

379. Kjærsgaard, Ch. "New syntheses in vocational teacher training?", pp. 49-62 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article sketches experiences with developing a new specialist teacher training programme which is to live up to the development in qualifications required of the labour force and that builds on the experiences and awareness of needs of the pupils themselves."

See also 406, 424.

6 (a) Theory of adult education

380. Allchin, A.M. et al (eds.). *Heritage and prophecy: Grundtvig and the English-speaking world*. Aarhus: Aarhus University Press, 1993. 330 p.

Papers by Danish, English and American scholars on Grundtvig's thought and ideas, influences on him of the ideas and institutions in England, and his influence abroad; individual papers are listed under appropriate country and subheadings.

381. Bugge, K.E. "The school for life: The basic ideas of Grundtvig's educational thinking", pp. 271-281 in *Heritage and prophesy: Grundtvig and the English-speaking world*, edited by A.M. Allchin et al. Aarhus: Aarhus University Press, 1993.

Analysis of the educational ideas of Grundtvig, nineteenth century originator of the folk high school idea.

382. Jacobsen, B. "The role of participants' life experiences in adult education", pp. 81-89 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Analysis of the evolution of the trend of "basic teaching directly upon the life experience of the participants".

383. Jacobsen, B. "Trends, problems and potentials in the Danish system of adult education: A theoretical view". *International journal of lifelong education*, vol. 13, No. 3, (1994), pp. 217-225.

"This article presents eight theses concerning central phenomena in contemporary Danish adult education and popular enlightenment. These theses, derived from general theories within sociology, psychology and education, are discussed in relation to the foundations

and goals of the very heterogeneous field of Danish adult education."

384. Jacobsen, K.M.; Bacher, P.; Brems, J. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 124-126 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

385. Korsgaard, O. "The [illegible]elig-universal", pp. 83-92 in *Schools for life*, edited by H. Eichberg. Copenhagen: Association of Danish Folkehøjskoler, 1992.

Thinkpiece about the opposites of nationalism and internationalism confronted with N.F.S. Grundtvig's concept of 'folkelig' and its connection with the universal, especially as these apply to folk high schools and adult education.

386. Olesen, H.S. "Qualification and work: Basic concepts and Danish research", pp. 104-113 in *Social change and adult education research 1992/93*, edited by S Tøsse et al. Trondheim: Norwegian institute of Adult Education, 1994. (Also pp. 17-26 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.).

"This article is meant to open a discussion of the relevance and context of the concept of *qualification* in adult education research."

387. Olesen, H.S. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 201-203 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

388. Ulriksen, L. "Change of perspective in qualification analysis: Presentation of a research model", pp. 114-129 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"On the basis of an on-going research project about general qualification conducted by the Adult Education Research Group [at the Roskilde University], the article presents an alternative look at qualification analysis as it is usually found in, for instance industrial sociology."

389. Wahlgren, B. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 274-275 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 366, 369, 370, 374, 392, 398, 399, 401, 402, 403, 411.

6 (b) Research in adult education

390. Aarkrog, V. and Wahlgren, B. "The participants' outcome of courses for long-term unemployed: A quasi experimental study", pp. 41-47 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping, Sweden: Department of Educational Psychology, Linköping University, 1992.

Report of an evaluation study of an evaluation program for unemployed.

391. Andersson, M.; Dyekjær, T.M.; Wandall, J. "Slow learners", pp. 228-240 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

Analysis of the problem and situation of young adult slow learners and of special alternative continuation school programs in Denmark.

392. Ehlers, S. "The setting in adult education research", pp. 25-29 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"The article examines the meaning of the two concepts 'learn setting' and 'learning setting' – concepts which are often used in Danish adult education research."

393. Høyrup, S. and Scavenius, C. "The relationship between work and the learning process in adult education", pp. 146-154 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994. (Also pp. 82-90 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.)

"This article discusses the content and form in continuing education. The discussion will attach special importance to the connection

between education of the workforce and the development in some Danish communities."

394. Illeris, K. "General qualification of unskilled and semi-skilled workers", pp. 48-59 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping, Sweden: Department of Education and Psychology, Linköping University, 1992.

Summary of "tentative results regarding development of a conceptual framework concerning general qualifications" adequate organization and execution of courses, conditions necessary for success, and problems of teacher training.

395. Iversen, M. "The starting point of difference: Future requirements for adult education illustrated by the culture, gender and qualifications of the participants", pp. 38-48 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article presents the results of a study of Danish short-term unemployed, unskilled workers...based on a qualitative interview."

396. Jacobsen, B. "Problems and potentials in Danish adult education", pp. 60-68 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping, Sweden: Department of Education and Psychology, Linköping University, 1992.

"The article presents recent empirical studies on Danish adult education combined with general reflections on the state, problems and prospects of adult education and popular enlightenment in Denmark."

397. Laursen, E. "Problem-controlled learning processes and metacognition in adult learning", pp. 63-73 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article presents two survey of the experience of students and teachers respectively of the project-organized, problem-oriented tuition at a university. The article focuses particularly on the absence of a precisely formulated, solid consensus between the teachers as for the methodological and cognitive skills."

398. Morch Jacobsen, K. "Seven ascertainment of adult education – on the basis of Danish research work done up till now", pp. 69-72 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping, Sweden: Department of Education and Psychology, Linköping University, 1992.

Overview of the current situation of research in adult education in Denmark.

399. Wahlgren, B. "Adult education research in Denmark", pp. 8-13 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping, Sweden: Linköping University, 1992.

400. Wahlgren, B. "Evaluation of a new education for shop stewards", pp. 184-189 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"This article deals with one single aspect [evaluation of education of shop stewards carried out in 1992] and of its results: the meaning of the measuring of the activation effects of the education."

See also 415, 419, 426, 427, 428.

7 (a) Folk high schools; residential adult education

401. Bjerregaard, R. "Rationalism, humanism, internationalization", pp. 76-82 in *Schools for life*, edited by H. Eichberg. Copenhagen: Association of Danish Folkehøjskoler, 1992.

Critical analysis of the ideological roots and development of the Danish folk high schools and of current challenges facing them in the new Europe.

402. Grundtvig, N.F.S. "On the adaptation of Sorø Academy as a folk college". *Option: Journal of the Folk School Association of America*, vol. 17, No. 1, (1992), pp. 2-6.

Translation of a famous letter by Grundtvig to the Danish King, on the establishment of folk high schools, written in 1847.

403. Henningsen, H. "The Danish folk high school", pp. 283-297 in *Heritage and prophecy: Grundtvig and the English-speaking world*, edited by A.M. Allchin et al. Aarhus, Denmark: Aarhus University Press, 1993.

Essay on the importance of the ideas of N.F.S. Grundtvig on the origin and development of the Danish folk high schools.

404. Viskum, U. "The Danish folkhighschool in 1993" pp. 15-18 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort: Netherlands: The Agency, 1993.

Subtitle: An old tradition, which still is an important part of the education system.

See also 369, 370, 371, 372, 373, 374, 375, 376, 380, 381, 385.

8 (a) University extension; universities and adult education

405. Martinussen, J. "Business creation and technology transfer". *Higher education management*, vol. 5, No. 1, (1993), pp. 66-74.

"This paper focuses on the situation of small and medium-sized public universities not having a commercial tradition, nor a well established technology transfer or business innovation unit."

10 (a) Correspondence study; distance education; open learning

406. Ingesman, L. "Training distance teachers". *Educational media international*, vol. 30, No. 2, (1993), pp. 83-87.

"Distance education focuses on pedagogy, organization and technology. The outline of a course is described as well as some of the teaching strategies, learning points of each module, and the organizational and technical set-up."

See also 410.

11 (a) Educational radio and television; educational technology

407. Ambrosius, J. "Hardware and software architecture in computer conferencing systems", pp. 247-255 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"The use of Computer Conferencing Systems (CCS) has so far been very limited. Why is this the present situation? Is the problem due to lack of user friendliness or functionality, or is it because they do not fit in with other systems? This paper discusses the different possible answers."

408. Dalgaard, L. and Laursen, V. *New information technology in education, vol. 3, Denmark*. Luxembourg: Office of Official Publications of the European Communities, 1992. 138 p.

Project of the EC Task Force Human Resources, Education, Training and Youth.

409. Hansen, L.; Laursen, P.F.; Aarkrog, V. "Computer training and general education". *International journal of lifelong education*, vol. 12, No. 4, (1993), pp. 313-321.

Analysis of computer training programs for adults, which led the authors to conclude that "it is possible to integrate ideals of general and liberal education if computer training helps the participants to develop more precise intentions, if the teaching methods are modernized, and if the contents of the courses correspond better with the possibilities in the workplace".

410. Ministry of Education, Denmark. *Technology-supported learning (distance learning)*. Copenhagen: The Ministry, 1994. 156 p.

English translation of a 1993 White Paper on the impact of new technologies on education, resulting from a committee set up by the Ministry in 1992.

411. Sorensen, E.K. "Metaphors and the design of human interface", pp. 189-199 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"As it stands, computers and computer systems are relatively new phenomena in our daily life, and we do not have any norm or tradition for a particular use of language, when we speak about these technologies. Therefore...we must use metaphors as a means both to perceive and understand these new technologies, and to communicate around them."

See also 406, 412.

11 (b) Press; publishing

See 412.

12 (a) Libraries

412. Jall, O. "The talking book in Denmark". *Scandinavian public library quarterly*, vol. 27, No. 2, (1994), pp. 23-26.

Account of the introduction, acceptance and spread of the " 'talking books' (faithful, unabridged and neutral recordings of a published printed book)".

413. Kragh-Schwarz, B. "The Danish Central Library for Immigrant Literature". *Scandinavian public library quarterly*, vol. 27, No. 3, (1994), pp. 16-20.

414. Lylloff, E. "Denmark". *Scandinavian public library quarterly*, vol. 27, No. 1, (1994), pp. 4-6.

Outline of public library legislation.

See also 431.

14 (a) Community development

415. Wahlgren, B. "Activation in the learning and activity centres", pp. 74-80 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

Subtitle: An empirical study of local developmental projects within the 'Social Developmental Programme'.

15 (a) Literacy; adult basic education

See 397, 405.

15 (d) Education permanente; lifelong learning; recurrent education

See 423.

16 (a) Vocational and technical education; apprenticeship

416. Baunon, M.; Birch, A.; Le Marois, H. et al. *Support policies for business start-ups and the role of training – national reports from Ireland, Denmark and the Netherlands – synthesis report*. Berlin: CEDEFOP, 1992. 179 p.

417. DTI/Arbejdsliv and Holek, L. *System and procedures of certification of qualifications in Denmark* (3rd edn.). Berlin: CEDEFOP, 1994. 139 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

418. European Centre for the Development of Vocational Training. *Vocational education and training in Denmark*. Berlin: CEDEFOP, 1994. 115 p.

419. Illeris, K. and Andersen, V. "General qualification in Danish adult vocational training programmes", pp. 69-81 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

"This article takes up the issue of how the adult vocational training programmes (AMU) in their various ways deal with [the accepted

expectation that the primary objective of adult vocational training programmes is vocational qualification], and the way in which the Adult Education Research Group at Roskilde University is involved in this work."

420. Maaloe, I. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the European Community: Young people in Denmark and their need for guidance.* Berlin: CEDEFOP, 1994. 83 p.

421. Matthews, H. "Vocational education in Denmark". *Scandinavian review*, vol. 80, No. 2, (1992), pp. 13-17.

Brief general overview of the organization and provision of vocational education.

422. Ministry of Labour, Denmark. *Adult vocational training.* Copenhagen: The Ministry, 1994. 11 p.

"This booklet describes Denmark's system of adult vocational training (the so-called AMU-system)".

423. National Labour Market Authority, Denmark. *Life-long learning – an introduction.* Copenhagen: Arbejdsmarkedsstyrelsen, 1992. 12 p.

424. Plant, P. *Occupational profiles of vocational counselors in Denmark.* Berlin: CEDEFOP, 1992. 75 p.

16 (d) Retraining; upgrading

425. Darling, J.; Geers, F.; Nielsen, F. *New strategies to combat long-term unemployment in Belgium, Denmark and the United Kingdom. Synthesis report.* Berlin: CEDEFOP, 1992. 68 p.

See also 379, 390, 394, 426, 428.

18 (a) Education of women

426. Bilfeldt, A. "Aspects of vocational training of unskilled industrial working women", pp. 18-24 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

Research report on a project dealing with identification of needs for vocational training among unskilled industrial working women.

427. Olesen, H.S. "Qualifying adult women for employment", pp. 123-132 in *Adult education and the labour market*, edited by T.V.

Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

"My presentation will deal with an evaluation research project, carried out on commission for the Danish Ministry of Labour, in connection with a labour market training programme for women...a one year vocational training course, with strong element of general education and a good basic training in one industrial area."

19 (a) Workers' education; union education; paid educational leave

428. Eklund, S. "Education during work periods: Evaluation", pp. 30-37 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

Research report of an evaluation study of paid educational leave provision implementation.

See also 400.

20 (a) General education; humanities; liberal arts

See 409.

20 (c) Science education; environmental education

429. Mikkelson, K. "Environment and adult education – towards a Danish dimension". *Convergence*, vol. 24, No. 2, (1992), pp. 71-74.

Outline of cooperation carried out since May 1991 by the Danish Council for Adult Education and 10 national voluntary organizations.

20 (d) Civic education; political training

See 430.

20 (h) Physical education; sports; recreation

430. Eichberg, H. " 'Popular gymnastics' in Denmark: The Trialectics of body culture and nationalism". *History of European ideas*, vol. 16, No. 4-6, (1993), pp. 845-853.

20 (l) Pre-retirement education; programs for retired

431. Frederiksen, L. "Health and culture – an interdisciplinary project". *Scandinavian public library quarterly*, vol. 25, No. 3, (1992), pp. 8-9.

An interdisciplinary project for the elderly, initiated by the public library in the town of Ringsted.

20 (m) Immigrant, ethnic minority, multicultural education

See 413.

ESTONIA

(Since 1991)

2 (a) General overviews; collections of writings; yearbooks

432. Märja, T. "Adult education in Estonia". *Adult education and development*. No. 39, (1992), pp. 205-217.

Comprehensive overview of the state of adult education in Estonia, primarily since 1988.

433. Märja, T. and Käpp, E. *Past, present and future situation of adult education in Estonia*. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994. 28 p.

Overview of the historical roots, Soviet past, current situation and future prospects of adult education.

434. Märja, T. and Vooglaid, Ü. "Estonia", pp. 64-73 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

435. Märja, T. and Vooglaid, Ü. "Estonia", section 30, pp. 30.10.10. – 30.20.20. in *Europahandbuch Weiterbildung/European manual of continuing education*, edited by A. Kaiser; J.E. Feuchthofen; R. Güttler. Neuwied, Germany: Luchterhand Verlag, 1994.

Historical overview.

See also 433.

2 (d) Biographies

436. Toiviainen, T. "Talvi Märja – Estonian Evergreen". *Life and education in Finland*. No. 2, (1993), pp. 22-27.

Interview with a leading Estonian adult educator.

3 (a) State and adult education; legislation

See 433.

3 (b) Financing of adult education

See 433.

5 (a) Adult educators; staffing; training

437. Märja, T. "Training of trainers: The Estonian experiment", pp. 35-38 in *The relationship between the universities and the adult education movement*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Brief account of the provision of pre-service and in-service training of adult educators.

6 (a) Theory of adult education

438. Märja, T. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 182-183 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

439. Märja, T. "The role of voluntary organizations and non-formal adult education in the struggle for freedom and democracy". *Convergence*, vol. 26, No. 1, (1993), pp. 59-66.

Vision of a future role of adult education in Estonia.

440. Voogl'aid, Ü. and Märja, T. "Andragogical problems of building a democratic society".

Overview of the challenges facing adult education in Estonia during the transitional period from a totalitarian to a democratic society.

8 (a) University extension; universities and adult education

See 437.

9 (b) Voluntary associations; societies; clubs

See 437, 439.

12 (a) Libraries

441. Mason, F.M. "Public libraries in the Baltic countries: Problems of culture, democratization and technology".

"The article explores the challenges public libraries in the newly emerging Baltic countries will face in attempting to modernize and change."

442. Valm, T. "Estonian libraries today". *Scandinavian public library quarterly*, vol. 26, No. 4, (1993), pp. 6-10.

20 (d) Civic education; political training

See 440.

FINLAND

2 (a) General overviews; collections of writings; yearbooks

443. Kivinen, O. and Rinne, R. "Adult education gains importance: The Finnish model". *Scandinavian review*, vol. 80, No. 2, (1992), pp. 18-23.

Brief general overview of the growth of importance of adult education in Finnish society.

444. Parjanen, M. (ed.). *Legitimation in adult education*. Tampere: Institute for Extension Studies, University of Tampere, 1992. 99 p.

Applicable individual papers are listed under appropriate country and subheadings.

445. Tuomisto, J. "Finland", pp. 287-304 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

See 472, 483, 497.

2 (c) Comparative studies

446. Niemi, J. "A Finnish American's perspective on Finnish and American adult education". *Life and education in Finland*, No. 2, (1993), pp. 41-44.

Reflections on adult education in United States and Finland.

See also 447.

2 (d) Biographies

See 461, 494.

3 (a) State and adult education; legislation

447. Pantzar, E. "Direction of Finnish adult education policies within the context of European integration", pp. 20-31 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

Analysis of the development of Finnish adult education policies in comparison with European adult education policies in the context of societal changes.

See also 482, 489, 491, 493.

3 (b) Financing of adult education

See 473, 482, 491.

4 (a) International organizations; international cooperation

448. Alkio, O. "Adult education under the pressure of internationalization". *Life and education in Finland*, No. 2, (1993), pp. 9-13.

Examination of the impact of international pressures in the context of Finnish adult education.

449. Pätilä, A. "Trading with Russia in know-how". *Life and education in Finland*, No. 2, (1993), pp. 19-21.

Brief account of educational relations between the two countries since the turn of the century to recent times.

450. Tenilä, L. "The Viittakivi International Centre". *Life and education in Finland*, No. 2, (1993), pp. 14-16.

Brief overview of the work of this international centre for adult education, established in 1952.

See also 447, 491.

4 (c) Regional adult education systems and organizations

See 466.

5 (a) Adult educators; staffing; training

See 465.

6 (a) Theory of adult education

451. Ahteenmäki-Pelkonen, L. "From self-directedness to interdependence? An analysis of Mezirow's conceptualization of self-directed learning", pp. 173-183 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

452. Bergman, E. "Evaluation of adult education: Necessary and possible". *Life and education in Finland*, No. 2, (1993), pp. 37-40.

    Plea for evaluation of adult education and outline of new evaluation approaches.

453. Kauppi, A. "Towards transformative evaluation in training", pp. 31-50 in *Legitimation in adult education*, edited by M. Parjanen. Tampere: University of Tampere, 1992.

    "The intention of this article is to expand the traditional quantitative and qualitative approaches by drawing lines for a transformative approach to evaluation of training."

454. Kekkonen, H. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 137-138 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

455. Kontiainen, S. and Manninen, J. "A framework for adult education", pp. 89-95 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

    "The paper introduces a framework for planning and implementing adult education. Adult education is seen as a problem solving process related to individual and environmental changes in one's life."

456. Llorente, J.C. "Out-of-school processes of knowledge constitution", pp. 210-227 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

    "The present study is focused on everyday knowledge and task-oriented problem solving at work with adult illiterates or adults with little schooling...The study is aimed at opening vistas for transforming the disregarded potentialities of adults with little schooling into real tools for intervening pedagogically."

457. Manninen, J. "Development tools for critical reflection in unemployment education", pp. 105-114 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"The concept of critical reflection is briefly discussed. The importance of emancipatory learning in the context of unemployment education is emphasized. The life situations of unemployed people are seen as conflict situations, where critical consciousness of own habits of perceiving, thinking and acting is seen as a starting point of change. Individual conceptual models of affective experience of unemployment are presented as tools for self-awareness and for analyses of individual life situations."

458. Nurmi, K.E. "Elements of teaching materials in multiform instruction", pp. 96-105 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"The present paper presents a discussion of communicative elements and categories of discourse with their integration in a cohesive dramaturgy (or rhetoric) corresponding to the preferred dramaturgies used in communicative materials habitually consumed by the learners."

459. Parjanen, M. "Legitimization in adult education: An introduction to recent problems", pp. 1-12 in *Legitimation in adult education*, edited by M. Parjanen. Tampere: University of Tampere, 1992.

Examination of the theory and current situation of legitimization in the broad field of adult education.

460. Parjanen, M. "Theories of sociology of education and multiprofessional education", pp. 87-99 in *Legitimation in adult education*, edited by M. Parjanen. Tampere: University of Tampere, 1992.

"The theories and methods of sociology of education have a great deal to contribute...I shall briefly summarize some of these theories which might be considered to have a connection with multiprofessional education."

461. Salo, S. "The value debate is inadequate". *Life and education in Finland*, No. 3, (1994), pp. 21-23.

Profile of the ideas of Urpo Harva, the Grand Old Man of Finnish adult education.

462. Toiviainen, T. "Finnish society: The foundations tremble". *Life and education in Finland*, No. 2, (1993), pp. 2-4.

Examination of the current situation and future prospects of liberal education.

463. Toukonen, M.L. "The continuing education principle – a paradox of adult education". *Life and education in Finland*, No. 2, (1993), pp. 45-49.

Thinkpiece about the contemporary situation and role of continuing education.

See also 447, 471, 488.

6 (b) Research in adult education

464. Hämäläinen, K. "Finnish research on adult education". *Life and education in Finland*, No., (1993), pp. 34-36.

Outline overview of recent trends in adult education research.

465. Kauppi, A. "Transforming adult teaching – stability and change in teaching practices at liberal adult education centres", pp. 74-88 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"This article describes a development project that has taken place in eight adult education centres in Finland from 1987 to 1990. The project represents an attempt to transform everyday teaching practices and routines attached to them through teachers' involvement in researching and developing their own work."

466. Kivinen, O. and Rinne, R. "Adult education in different region of Finland", pp. 90-104 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article examines the participation in adult education in different regions in Finland."

467. Remes, P. "The future of adult education – a keen competition for adult students", pp. 106-116 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"The article examines development trends in adult education on the basis of future images of adult educators, which were factor analysed in order to identify development trends that are forecasted to continue, as well as future threats and desirable structures."

468. Remes, P. "Soft systems approach in creating future readiness for vocational adult education". *Scandinavian journal of educational research*, vol. 37, No. 3, (1993), pp. 205-216.

"This study investigates the structure of future readiness. A soft systems model of future readiness was explored empirically through elements taken from the educational development project Adult Education Now! Campaign (AENC), organized in Finland 1989-90."

469. Rinne, R. and Kivinen, O. "Adult education, the second chance: Fact and fiction". *Scandinavian journal of educational research*, vol. 37, No. 2, (1993), pp. 115-128.

This article offers an examination of adult education in Finland as a 'second chance' route, on the basis of interview material relating to the year 1990 (N=3990)."

470. Sarala, U. "Quality circles as learning environment", pp. 117-123 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"This article examines quality circles (problem solving groups) as an aspect of the work community, especially as a learning aid in the light of Finnish experiences and experiments."

471. Tuomisto, J. "Adult education research in Finland", pp. 14-21 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Brief overview of research carried out in Finland.

See also 453, 477, 479, 481, 489, 491, 497.

7 (a) Folk high schools; residential adult education

See 450.

8 (a) University extension; universities and adult education

See 465, 475, 487, 494, 495.

9 (b) Voluntary associations; societies; clubs

472. Siisiäinen, M. "Social movements, voluntary associations and cycles of protest in Finland 1905-91". *Scandinavian political studies*, vol. 15, No. 1, (1992), pp. 21-40.

"The aim of this article is to examine the formation of social movements and voluntary associations in Finland during the cycles of protest occurring across this country and to identify their similarities and differences."

9 (c) Study circles; discussion groups

See 470.

10 (a) Correspondence study; distance education; open learning

473. Alaluusua, S. "Cost analysis and pricing in distance education". *Epistolodidaktika: The European journal of distance education*, No. 1, (1992), pp. 14-43.

474. Bell, M. " 'A tube of Finnish mustard and an anthology of Finnish poetry' ". *Life and education in Finland*, No. 2, (1993), pp. 52-55.

Account of a distance education course in Finnish literature for expatriates residing in the U.K.

475. Elenius, J. "The newspaper university". *Life and education in Finland*, No. 2, (1993), pp. 56-57.

Brief account of an experiment conducted in the spring of 1992 with a university credit course transmitted through newspaper.

476. Iltanen, K. "The market communication of a distance learning programme". *Epistolodidaktika: The European journal of distance education*, No. 2, (1993), pp. 52-56.

477. Koro, J. *Adults as managers of their own learning: Self-directiveness, its development and connection with the cognitive learning results of an experiment on distance education for the teaching of educational science*. Jyväskylä, Finland: University of Jyväskylä, 1993. 238 p.

Report of a research study comparing adult guided independent learning and conventional class-based adult education.

478. Vitikainen, M. "Various ways to integrate face-to-face tutorials into distance education". *Epistolodidaktika: The European journal of distance education*, No. 2, (1994), pp. 51-57.

See also 458, 481.

11 (a) Educational radio and television; educational technology

479. Enkenberg, J. "Situated programming in a legologo environment". *Computers and education*, vol. 22, No. 1-2, (1994), pp. 119-128.

"The purpose of the present study was to promote the mediation of the thinking skills and heuristic processes of an expert working in a complex technology environment."

480. Hellman, H. and Sauri, T. "Public service television and the tendency towards convergence: Trends in prime-time programme structure in Finland". *Media, culture and society*, vol. 16, No. 1, (1994), pp. 47-71.

11 (b) Press; publishing

481. Lampikoski, K. "Teleconferencing: A step towards synchronous distance learning", pp. 185-195 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Franfurt/Main: Peter Lang, 1992.

Examination of the use of educational technology in in-company training.

See also 475.

12 (a) Libraries

482. Äyräs, A. "Finland". *Scandinavian public library quarterly*, vol. 27, No. 1, (1994), pp. 10-15.

Outline of public library legislation.

483. Haavisto, T. "The Finnish library – a dynamic 200-year-old". *Scandinavian public library quarterly*, vol. 27, No. 3, (1994), pp. 7-9.

Brief overview.

484. Haavisto, T. "Public libraries – at the peak of their popularity". *Life and education in Finland*, No. 2, (1993), pp. 50-51.

Outline of the current situation of the Finnish public libraries.

485. Köppä, A. "Library service for the elderly – experiences and plans in Tampere". *Scandinavian public library quarterly*, vol. 25, No 3, (1992), pp. 4-7.

486. Svedberg, S.E. "Through Cable Book to the world". *Scandinavian public library quarterly*, vol. 27, No. 4, (1994), pp. 12-16.

"Cable Book? In a nut-shell, this is our name for a very special library. Situated in what used to be a cable factory, it is one of the 35 libraries of Helsinki city, and concentrates on information technology, art and culture."

15 (a) Literacy; adult basic education

See 456.

15 (b) Secondary education

See 469.

15 (c) Post-secondary education; higher education

487. Kivinen, O.; Rinne, R.; Hyppönen, K. "New clients for higher education and the problem of the closed university: The Finnish experience". *Higher education management*, vol. 4, no. 1, (1992), pp. 28-42.

Analysis of university access and the slow changes in the university system to accommodate adult and part-time students.

488. Parjanen, M. et al. *Values and policies in adult higher education*. Tampere: Institute of Extension Studies, Tampere University, 1993. 84 p.

See also 469.

15 (d) Education permanente; lifelong learning; recurrent education

489. Pantzar, E. "The principle of permanent education as the basis of educational planning in Finland", pp. 115-123 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article deals with the results of my empirical research...on the principle of permanent education in educational planning...The results of my research have clearly shown that the viewpoint of permanent education has been narrowed down to the analysis of structural groups of formal education."

16 (a) Vocational and technical education; apprenticeship

490. Silvennoinen, H. "The effects of recession and unemployment on education". *Life and education in Finland*, No. 3, (1993), pp. 2-7.

Brief analysis of the changing needs and the provision of training under adverse economic conditions.

See also 468, 493.

16 (b) Training in business, industry and government

491. Haavio, M. and Kangaspunta, K. "Qualifications, skill shortages and vocational education: Experiences and prospects in Finland", pp. 88-101 in *Towards cooperation among researchers of vocational education and training in Europe*. Berlin: CEDEFOP, 1992.

"This paper examines briefly the work being carried out in Finland to develop the occupational skills of young persons and adults through training."

492. Juhela, A. "In-service training as a form of lifelong learning", pp. 82-89 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal School of Educational Studies, 1993.

"The purpose of the study is to examine in-service training from the point of view of continuing education/lifelong learning. The study confines itself to industrial firms and the focus is on the *in-service training* at the employee level."

493. Silvennoinen, H. "Education in societal and entrepreneurial labour policy". *Life and education in Finland*, No. 4, (1992), pp. 64-69.

Account of the provision and financing of training for the labour market since the policy changes in 1991.

See also 470, 481.

16 (c) Professional continuing education; in-service training

494. Lehtinen, L. "Global team-work – interactive learning through life". *Life and education in Finland*, No. 2, (1994), pp. 33-35.

Profile of M. Markkula, Director of the Lifelong Learning Institute at the Helsinki University of Technology.

495. Panhelainen, M. "Work organizations and the expansion of continuing professional education in universities", pp. 51-74 in *Legitimation in adult education*, edited by M. Parjanen. Tampere: University of Tampere, 1992.

"In this article the focus lies on the relationship of work organizations and professionals participating in continuing education, in the frame of reference of social contract. The purpose is to look for empirical evidence for the assumption that continuing education in the universities functions as part of the...social contract, as well as for the assumption that the professionals consciously use continuing education as a success and survival strategy."

496. Suortamo, M. "Innovations in teacher education: Adult education for comprehensive school teachers". *Life and education in Finland*, No. 4, (1992), pp. 49-51.

Overview of experimental guided independent study teacher upgrading program organized by the Chydenius Institute of the Jyväskylä University.

See also 453, 460, 490.

16 (d) Retraining; upgrading

See 457, 490, 491.

19 (a) Workers' education; union education; paid educational leave

497. Tuomisto, J. "The development of trade union education and new challenges – a Finnish perspective", pp. 124-140 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"This paper presents the development of Finnish trade union education and those social changes which have come to influence it."

20 (a) General education; humanities; liberal arts

See 462.

20 (k) Art; drama; music education

498. Partanen, P. "Finnish musical education". *Life and education in Finland*, No. 3, (1994), pp. 43-51.

Account of music education, including education of adults.

20 (l) Pre-retirement education; programs for retired

See 485.

20 (m) Immigrant, ethnic minority, multicultural education

499. Hautamäki, S. "The Finnish Broadcasting Company: Serving the public's language interests". *Educational media international*, vol. 29, No. 1, (1992), pp. 51-55.

"The Finnish Broadcasting Company (YLE) produces many programmes covering the country's three official languages – Finnish, Swedish and Saame. This article looks at how this broad range is covered, bearing in mind the importance of languages in the community."

FRANCE

2 (a) General overviews; collections of writings; yearbooks

500. Caspar, P. "France", pp. 147-161 in *Perspectives on adult education and training in Europe,* edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

501. Chisick, H. "The pamphlet literature of the French Revolution: An overview". *History of European ideas,* vol. 17, Ns. 2-3, (1993), pp. 149-166.

502. Chisick, H. "The people, poverty and politics in the pamphlet literature of the early French Revolution – the case of Jean-François Lambert". *History of European ideas,* vol. 17, Ns. 2-3, (1993), pp. 289-317.

503. Donato, C. "Eighteenth-century encyclopedias and national identity". *History of European ideas,* vol. 16, Ns. 4-6, (1993), pp. 959-965.

504. Heffernan, M.J. "Literacy and the life-cycle in nineteenth-century provincial France: Some evidence from the *département* of Ille-et-Vilaine". *History of education,* vol. 21, No. 2, (1992), pp. 149-159.

505. Johnson, J.H. "Musical experience and the formation of a French musical public". *Journal of modern history,* vol. 64, No. 2, (1992), pp. 191-226.

Historical analysis of the development of public music appreciation in the late 18th century.

506. Levin, M.R. "Democratic vistas – democratic media: Defining a role for printed images in industrializing France". *French historical studies,* vol. 18, No. 1, (1993), pp. 82-108.

Historical analysis of the use of poster art as part of a communication system by political reformers of the 1880s and 1890s.

507. Margerison, K. "Political pamphlets, the Society of Thirty, and the failure to create a discourse of a national reform during the French Pre-revolution, 1788-1789". *History of European ideas*, vol. 17, Ns. 2-3, (1993), pp. 215-244.

508. Méadel, C. "Between corporatism and representation: The birth of a public radio service in France". *Media, culture and society*, vol. 16, No. 4, (1994), pp. 609-623.

509. Seeley, P. "Catholics and apprentices: An example of men's philanthropy in late nineteenth-century France". *Journal of social history*, vol. 25, (Spring 1992), pp. 531-545.

Account of the Apprenticeship Workshops established by Abbé Boisard in 1882.

See also 511, 513, 514, 539, 540.

2 (c) Comparative studies

510. European Centre for the Development of Vocational Training. *Identification and accreditation of skills and knowledge acquired through life and work experience – comparative report of practice in France and the United Kingdom.* Berlin: CEDEFOP, 1994. 70 p.

See also 537.

2 (d) Biographies

511. Gautherin, J. "Marc-Antoine Jullien ('Jullien de Paris')". *Prospects*, vol. 23, Ns. 3-4, (1993), pp. 757-773.

512. Grytli, K. "Erica Simon (1910-1993)". *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993), pp. 2-3.

Outline of the significant contribution of Erica Simon to scholarship dealing with N.F.S. Grundtvig's educational ideas and the folk high schools.

513. Loft, L. "J-P. Brissot and the evaluation of pamphlet literature in the early 1780s". *History of European ideas*, vol. 17, Ns. 2-3, (1993), pp. 256-287.

514. Soëtard, M. ""Jean-Jacques Roseau". *Prospects*, vol. 24, Ns. 3-4, (1994), pp. 423-437.

See also 502.

3 (a) State and adult education; legislation

515. Leiko, M. *Continuing education in France: Legislation, funding, structure*. Espoo, Finland: International Association for Continuing Engineering Education, 1994.

"This report...describes the legislative framework [the legislation of 1971] and the options that French companies face when deciding about how to spend the compulsory training money...[and] tries to evaluate how the system has formed the continuing engineering education market in France and how French engineers benefit from it."

See also 533, 538.

3 (b) Financing of adult education

See 515, 538.

4 (d) Local level adult education institutions and organizations

See 531.

5 (a) Adult educators; staffing; training

See 535.

6 (a) Theory of adult education

516. Lengrand, P. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 168-170 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

517. Lowe, J. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 180-181 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 511, 514.

6 (b) Research in adult education

518. Grandbastien, M. "Intelligent tutoring systems on scientific subjects: Are prototypes ready for broad experimentation?" *Computers and education,* vol. 18, Ns. 1-3, (1992), pp. 63-70.

Description of questions addressed by French research program of intelligent tutoring systems for scientific subjects.

See also 521.

7 (a) Folk high schools; residential adult education

See 512.

8 (a) University extension; universities and adult education

See 532.

10 (a) Correspondence study; distance education; open learning

See 519, 520, 523, 524, 525.

11 (a) Educational radio and television; educational technology

519. Briantais, E. "Éducâble – the Educational Cable Televideo Library – a service of pedagogical films on demand". *Educational media international,* vol. 31, No. 2, (1994), pp. 71-76.

"The paper describes how the Éducâble service was set up in France around the three active principles of a national film bank, a telematic server, and educational marketing. It looks at the location of the sites, the operation of the service, its use, and its economics."

520. Debats, P. "The practical use of the Educational Cable (Éducâble) Service". *Educational media international,* vol. 31, No. 2, (1994), pp. 77-80.

"This paper looks at the use of the Éducâble service...The analysis that follows has been produced from several national and local evaluations, requests from teachers, criticisms, and suggestions which arose during periods of training in the Éducâble service."

521. Derycke, A. "Toward a hypermedium for collaborative learning?", pp. 211-223 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"Some pioneers have reported experiments in the field of education either to support remote learners in Open Learning institutions, or to teach at a distance. We have designed the first generation of a CMC system tailored for education, based on the French videotex network. We have also tested this, and a summary of the first results is reported here.'

522. Dondi, C. and Ricuperati, P.P. "The use of interactive multimedia for in-company training", pp. 131-138 in *Vocational education at a distance*, edited by G. Rumble and J. Oliviera. London: Kogan Page, 1992.

Account of distance learning systems employed for in-company training by the SANPAOLO Banking Group in Italy and France.

523. Filippi, A. "Teaching by cable – in the Nord/Pas-de-Calais region of France". *Educational media international*, vol. 31, No. 2, (1994), pp. 81-85.

"This paper...looks at the opening up of an educational and knowledge resource channel on all the cable networks of the Nord/Pas-de-Calais region."

524. Parmentier, Ch.; Balcon, R.; Slack, B. "Distance learning for small and medium enterprises". *Open learning*, vol. 8, No. 1, (1993), pp. 40-44.

Account of two computer-based distance education programs designed for training in small and medium enterprises.

525. Perrin, M. "VIFAX: Learning a foreign language at a distance". *Open learning*, vol. 7, No. 1, (1992), pp. 48-49.

Brief account of the comprehensive multi-media VIFAX system designed for foreign language learning at a distance.

526. Pouts-Lajus, S.; Barchechath, E.; Barre, N. *New information technology in education, vol. 7, France*. Luxembourg: Office of Official Publications of the European Communities, 1992. 110 p.

Project of the EC Task Force Human Resources, Education, Training and Youth.

527. Vallée, O. "The challenge of conferencing system development", pp. 181-187 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"Conferencing systems must be used if any of the benefits of computer conferencing are to materialize. Getting participation is not the job of the administrator but rather that of the software developer. This paper develops this argument, reviews the history of well-established conferencing systems, and attempts to draw some lessons along these lines."

528. Vepierre, P. "The computer serving the video". *Educational media international*, vol. 29, No. 4, (1992), pp. 241-246.

"This article looks at the use of the computer in video production, and considers the type of equipment, the management, and the technical capabilities which need to be available for the small producer compared to the major TV and film producers."

See also 508, 518, 529.

11 (b) Press; publishing

See 501, 502, 503, 507, 513, 540.

12 (a) Libraries

529. Kessler, J. "The Bibliothèque Nationale de France project: Access or expediency?". *Journal of librarianship and information science*, vol. 26, No. 3, (1994), pp. 121-133.

"Describes the current efforts being made to complete the new Bibliothèque Nationale de France (BNF) and uses the experience gained in this project and the ideals of public access to electronic texts, which in part it represents, to shed light on some of the political, economic, social and intellectual problems of this period."

15 (a) Literacy; adult basic education

530. Azzimonti, F. "Urgently required: Imagination – a writing competition", pp. 223-246 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Account of an innovative idea of writing contest for people who do not know how to write, as a motivation for literacy.

531. Gosset, F.; Caron, Ch.; Andrean, D. "Training – a tool in the struggle against all types of exclusion? The history of *AFER*", pp. 393-

425 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Account of the genesis and work of the voluntary association *Action-Formation-Etude-Recherché (AFER)* in Lille, started in the late 1970s.

See also 504.

15 (c) Post-secondary education; higher education

532. Bordage, B. "Continuing university education in France: A dichotomous system". *Higher education management*, vol. 4, No. 1, (1992), pp. 71-79.

Analysis for the reasons for French universities winning a large share of the continuing education market and of the dangers looming ahead.

16 (a) Vocational and technical education; apprenticeship

533. Centre INFFO et al. *Systems and procedures of certification of qualifications in France* (3rd edn.). Berlin: CEDEFOP, 1994. 41 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

534. European Centre for the Development of Vocational Training. *Training in the retail trade in France*. Berlin: CEDEFOP, 1994. 79 p.

535. Jaecklé, D. *Occupational profiles for vocational guidance counselors: The situation in France*. Berlin: CEDEFOP, 1993. 80 p.

536. Willems, J.P. *Vocational education and training in France*. Berlin: CEDEFOP, 1993. 124 p.

537. Wolf, A. and Rapian, M-T. "The academic achievement of craft apprentices in France and England: Contrasting systems and common dilemmas". *Comparative education*, vol. 29, No. 1, (1993), pp. 29-43.

"The subject of this paper is a detailed study of the academic origins and achievements of French and English young people starting out on equivalent vocational courses with a strong work place based element."

See also 509, 510.

16 (b) Training in business, industry and government

See 522, 524.

16 (c) Professional continuing education; in-service training

See 515.

16 (d) Retraining; upgrading

538. Bosch, G. *Retraining – not redundancy: Innovative approaches to industrial restructuring in Germany and France*. Geneva: ILO, 1992. 183 p.

Covers examination of full employment policies and vocational qualification.

20 (d) Civic education; political training

539. Haine, W.S. "The priest of the proletarians: Parisian café owners and the working class, 1820-1914". *International labor and working class history*, No. 45, (1994), pp. 16-28.

"In this essay I hope to show how the café owners and their shop could be of vital assistance to those in the Parisian proletariat who struggled to achieve greater economic power and social justice for their class."

540. Popkin, J.D. "The provincial newspaper press and revolutionary politics". *French historical studies*, vol. 18, No. 2, (1993), pp. 434-456.

Historical analysis of the use of provincial newspapers as media of communication and propaganda in French revolutionary politics in the late 18th century.

See also 501, 502, 506, 507, 513, 531.

20 (k) Art; drama; music education

See 505.

GERMANY (1)

(Pre-1945)

1 (a) Bibliographies; directories; dictionaries

See 544.

2 (c) Comparative studies

541. Friedenthal-Haase, M. "Intercultural constellations in adult education: Observations on the state of Anglo-German relations before and after the First World War". *International journal of lifelong education*, vol. 12, No. 4, (1993), pp. 253-287.

Analysis of patterns of reciprocal perception, understanding and misunderstanding in intercultural and international communication and cooperation between adult educators in the two countries, based on a large number of documents.

542. Marriott, S. "Fifty years of an educational mission: The 'tutorial class' movement in Anglo-German perspective", pp. 111-133 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Examination of the impact on German adult education of the English idea and implementation of the tutorial class since the end of the First World War to the early 1950s.

543. Seitter, W. "Adult education and associational life in Frankfurt am Main and Barcelona: A structural comparison", pp. 37-51 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Comparative examination of the degree of literacy and schooling as "a decisive factor in the institutional success or failure of academic adult education".

See also 544, 546.

2 (d) Biographies

See 544.

4 (a) International organizations; international cooperation

544. Marriott, S. *English-German relations in adult education 1875-1955: A commentary and select bibliography.* Leeds: University of Leeds, 1994. 269 p.

Exploration of "the origins, qualities and consequences of personal and professional contacts between enthusiasts for adult education from England on one side and Germany and Austria on the other".

6 (a) Theory of adult education

See 541.

7 (a) Folk high schools; residential adult education

545. Hake, B.J. " 'Folk High School' or 'Voluntary Labour Camp'? The development of residential adult education in Germany during the 1920s and early 1930s". *Studies in the education of adults*, vol. 25, No. 2, (1993), pp. 121-135.

Historical account of the development of residential adult education for young unemployed adults during the severe economic crisis in the 1920s.

546. Hake, B.J. " 'Folk High School' or 'Voluntary Labour Camp'? Residential educational provision for young adults in Germany and the Netherlands in the 1930s", pp. 195-224 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"This chapter is concerned with the development of residential education for young adults in Germany and the Netherlands in the early 1930s."

8 (a) University extension; universities and adult education

See 542, 543.

9 (b) Voluntary associations; societies; clubs

See 543.

9 (c) Study circles; discussion groups

547. Kaus, A. "The Arbeiterbuchgemeinschaften in the Weimar Republic: An instrument of cross-cultural adult education?", pp. 162-179 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

The paper raises two questions about the workers' book clubs: (1) "what was their influence upon cultural life in the Weimar Republic?" and (2) "how important were these workers' book clubs in promoting adult education, especially with reference to the rise of National Socialism?".

11 (a) Educational radio and television; educational technology

See 549.

12 (a) Libraries

548. Stieg, M. "The Second World War and the public libraries of Nazi Germany", *Journal of contemporary history*, vol. 27, No. 1, (1992), pp. 23-40.

Historical account of the domination of public libraries and their use as propaganda tools by the Nazis.

18 (a) Education of women

549. Lacey, K. "From *Plauderei* to propaganda: On women's radio in Germany, 1924-35", *Media, culture and society*, vol. 16, No. 4, (1994), pp. 589-607.

19 (a) Workers' education; union education; paid educational leave

550. Field, J. *Learning through labour: Training, education and the state 1890-1939*. Leeds: University of Leeds, 1992.

Contains extensive historical account of the work camps for young unemployed adults in Weimar Germany.

See also 545, 546, 547.

20 (a) General education; humanities; liberal arts

See 545, 546, 547.

20 (d) Civic education; political training

551. Demm, E. "Propaganda and caricature in the First World War". *Journal of contemporary history*, vol. 28, No. 1, (1993), pp. 163-192.

Analysis of the use of cartoons and slogans in war propaganda and indoctrination of the civilian population.

See also 548, 549.

GERMANY (2)

(German Democratic Republic through 1990)

2 (c) Comparative studies

See 555.

3 (a) State and adult education; legislation

552. Pike, D. *The politics of culture in Soviet-occupied Germany, 1945-1949*. Stanford: Stanford University Press, 1992. 691 p.

4 (a) International organizations; international cooperation

553. Hagen, E. and Niemann, R. "Development education in the former GDR (now the new *Lander*)". *Adult education and development*, No. 42, (1994), pp. 158-162.

6 (a) Theory of adult education

See 554.

9 (b) Voluntary associations; societies; clubs

See 556.

10 (a) Correspondence study; distance education; open learning

554. Möhle, H. "The development of creativity in distance higher education", pp. 263-272 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

"I offer here some of the experience gathered at Karl Marx University in Leipzig in its 43rd one-year matriculation period of postgraduate distance studies on technical college pedagogics."

15 (c) Post-secondary education; higher education

See 554.

16 (a) Vocational and technical education; apprenticeship

555. Brosius, C.; Haas, L.; Le Marois, H. et al. *Support policies for business start-ups and the role of training in the Federal Republic of Germany, in the former German Democratic Republic (GDR) and in Luxembourg – synthesis report.* Berlin: CEDEFOP, 1992. 200 p.

20 (c) Science education; environmental education

556. Jones, M.E. "Origins of the East German environmental movement". *German studies review*, vol. 16, No. 2, (1993), pp. 235-264.

Account of the genesis, growth and political situation of the environmental movement.

20 (d) Civic education; political training

See 556.

GERMANY (3)

(Federal Republic of Germany through 1990)

1 (a) Bibliographies; directories; dictionaries

See 564.

2 (a) General overviews; collections of writings; yearbooks

557. Mader W. (ed.) *Adult education in the Federal Republic of Germany: Scholarly approaches and professional practice.* Vancouver: Centre for Continuing Education, University of British Columbia, 1992. 257 p.

Collection of articles analysing the situation of theory and practice of adult education in West Germany before reunification; contains extensive annotated bibliography; individual chapters are listed under appropriate subheadings.

2 (b) History of adult education

See 560, 561, 563, 564, 565, 569, 576, 578.

2 (c) Comparative studies

See 564, 577.

2 (d) Biographies

See 564.

3 (a) State and adult education; legislation

558. Haindorff, M. "Bremen's legislation on continuing education and its historical background since 1970", pp. 229-231 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Outline of current legislation and its historical roots.

559. Rohlmann, R. *Laws and policies on adult education in Germany*. Bonn : Institute for International Cooperation of the German Adult Education Association (IIZ/DVV), 1994. 32 p.

Analysis of five selected laws concerning adult education in the *Länder* of the former West Germany.

3 (b) Financing of adult education

See 558, 559.

4 (a) International organizations; international cooperation

560. Becker, H. "Worldwide adult education – new dimensions in education and training". *Adult education and development*, No. 43, (1994), pp. 349-353.

Reprint of an article first published in 1966.

561. Dolff, H. "*Volkshochschulen* and their international work". *Adult education and development*, No. 43, (1994), pp. 353-358.

Excerpts from a statement first published in 1969.

562. German Adult Education Association, Department for International Cooperation. "The international cooperation of the German Adult Education Association: Framework, precepts and focus". *Adult education and development*, No. 43, (1994), pp. 391-395.

Reprint of guidelines from the 1991 annual report.

563. Hager, E. and Niemann, R. "Development education in Germany". *Adult education and development*, No. 42, (1994), pp. 145-157.

"There are many different organisations in Germany which undertake development education (DE0) in the respective areas of work. This includes the churches, the trade unions, schools and adult education associations. This article provides an overview on the work over the last decades."

564. Marriott, S. *English-German relations in adult education 1875-1955: A commentary and select bibliography*. Leeds: University of Leeds, 1995. 269 p.

Exploration of "the origins, qualifications and consequences of personal and professional contacts between enthusiasts for adult edu-

cation from England on one side and Germany and Austria on the other".

4 (d) Local level adult education institutions and organizations

565. German Adult Education Association, Department for International Cooperation. "Project planning and project consultation". *Adult education and development*, No. 43, (1994), pp. 377-382.

Reprint from an annual report for 1980.

5 (a) Adult educators; staffing; training

566. Haindorff, M. "University of Bremen: Requirements, courses, examination regulations", pp. 232-238 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Outline overview of the adult education training program rules and regulations at the University of Bremen.

567. Peters, R. "Adult education as a vocation: Lay job or profession?" pp. 47-64 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of the dilemma of professionalization of adult education as seen from a West German point of view, and of situation before reunification of Germany.

6 (a) Theory of adult education

568. Alheit, P. "The biographical approach to adult education", pp. 186-221 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of biographical approaches in adult education in West Germany as applicable to all practice fields of adult education, and foundations of an ambitious theoretical framework for biographical approaches in adult education.

569. Friedenthal-Haase, M. "The nation and beyond – an interpretation of the educational thought of Karl Jaspers", pp. 130-151 in *Meeting of cultures and clash of cultures*, edited by K. Yaron and F. Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

Paper presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992.

570. Gerl, H. "Education science and adult education: Theses for a critical relationship", pp. 157-168 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

571. Haindorff, M. "Ausbildung, Fortbildung, Weiterbildung", pp. 225-228 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Explanation for the non-German reader of the three German key concepts.

572. Holzapfel, G. "Experiential approaches in adult education", pp. 169-185 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Center for Continuing Education, University of British Columbia, 1992.

Analysis of the development of experiential orientation in theory and practice of adult and out-of-school youth education in West Germany since the 1960s, and of the debates and challenges facing it.

573. Mader, W. "Psychology and adult education", pp. 142-154 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of the science of psychology and its relationship with and application to adult education theory and practice.

574. Schlutz, E. and Voigt, W. "Education science and adult education", pp. 124-141 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of the development of the science of education and its importance to adult education theory building, research and didactics.

575. Thomssen, W. "The importance of sociology for further education", pp. 107-123 in *Adult education in the Federal Republic of Germany, 1992*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Examination of the theory of social inequality and of the theory of social change as two main impulses of sociology for adult education research and training.

See also 557, 567, 576, 579, 580, 581, 582.

8 (c) Volkshochschulen; people's and workers' universities

See 561, 562, 565.

10 (a) Correspondence study; distance education; open learning

576. Keegan, D. (ed.) *Otto Peters on distance education: The industrialization of teaching and learning.* London: Routledge, 1994. 272 p.

"Brings together in English the best of Peters' work [some of which was available only in German until this publication]. The essays in this collection cover the historical development of teaching and learning at a distance, from the correspondence schools of the 1950s, through to distance education in the post-industrial societies of today."

11 (a) Educational radio and television; educational technology

See 576.

14 (a) Community development

See 563.

16 (a) Vocational and technical education; apprenticeship

577. Brosius, C.; Haas, L.; Le Marois, H et al. *Support policies for business start-ups and the role of training in the Federal Republic of Germany, in the former German Democratic Republic (GDR) and in Luxembourg – synthesis report.* Berlin: CEDEFOP, 1992. 200 p.

578. Organisation for Economic Co-operation and Development. *Vocational training in Germany: Modernisation and responsiveness.* Paris: OECD, 1994. 148 p.

"This publication looks at the historical context of Germany's dual system of vocational training and the challenges it has faced since the introduction of the Vocational Training Act in 1969."

579. Voigt, W. "Vocational development", pp. 30-46 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancou-

ver: Centre for Continuing Education, University of British Columbia, 1992.

Comprehensive overview of the widespread and varied provision of vocational training in West Germany before reunification.

16 (d) Retraining; upgrading

See 579.

18 (a) Education of women

580. Gieseke, W. "Feminist target groups as a form of work", pp. 67-91 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of women's education in West Germany as target group education, based on theory and practice before reunification.

19 (a) Workers' education; union education; paid educational leave

581. Hindrichs, W. "Labour education", pp. 92-103 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of the theoretical foundations and current practice of workers' education in West Germany before reunification.

20 (a) General education; humanities; liberal arts

582. Schlutz, E. "General adult education", pp. 11-29 in *Adult education in the Federal Republic of Germany*, edited by W. Mader. Vancouver: Centre for Continuing Education, University of British Columbia, 1992.

Analysis of non-credit general adult education provision in West Germany before reunification.

See also 561.

GERMANY (4)

(Federal Republic of Germany since 1991)

1 (a) Bibliographies; directories; dictionaries

See 629.

2 (a) General overviews ; collections of writings; yearbooks

583. Behringer, F. and Jeschek, W. *Access to education: Learning and teaching in school, vocational training, higher and further education.* Bonn: Ministry of Education and Science, 1993. 62 p.

Overview of the most important data from a German study in preparation for an OECD study.

584. Koch, H.K. "Continuing education in the new German *Lander*", pp. 1-4 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Brief overview of the situation of adult education in formal East Germany after reunification of Germany.

585. Künzel, K. "Lifelong education in reunited Germany". *International journal of university adult education*, vol. 33, No. 1, (1994), pp. 49-61.

Insightful analysis of the situation of adult education in Germany after reunification.

586. Nuissl, E. *Adult education in Germany* (EB-Länder-Berichte). Frankfurt/Main: Pädagogische Arbeitsstelle des DVV, 1994. (Also published in the series International Perspectives in Adult Education. Bonn: Institute for International Cooperation of the DVV, 1994.)

"Describes the history, legal basis, financing, programmes and theory of adult education. It is designed to give readers a first insight into adult education in Germany."

587. Pöggeler, F. "Germany", pp. 162-169 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Outline overview of historical roots, current situation and trends in broadly defined adult education.

588. Summers, J. "Growing together: Adult education in the new Germany". *Adults learning* (UK), vol. 3, No. 6, (1992), pp. 145-146.

Impressions gained by an English adult educator attending the annual adult education conference, held in November 1991 in Kassel.

2 (b) History of adult education

See 591, 601, 617, 665.

2 (c) Comparative studies

See 652, 655, 668.

3 (a) State and adult education; legislation

See 641, 646, 649, 658.

3 (b) Financing of adult education

See 641, 646, 658.

4 (a) International organizations; international cooperation

589. Apel, L. and Niemann, R. "New challenges to development education". *Adult education and development*, No. 43, (1994), pp. 246-255.

Assessment of public awareness of development questions and approaches to development education in Germany.

590. Dürste, H. and Fenner, M. "Volkshochschulen and international contacts". *Adult education and development*, No. 42, (1994), pp. 163-173.

"Against the background of political changes in Europe...the Volkshochschulen have taken up this challenge and established new contacts, particularly in the Eastern European countries. The following article provides an overview of the Volkshochschulen in this area."

591. Hinzen, H. "Our story and history". *Adult education and development*, No. 43, (1994), pp. 9-56.

Detailed account of the work of the Department for Adult Education in the Developing Countries (since 1993 the Institute for International Cooperation) of the German Adult Education Association.

592. Institute for International Cooperation of the DVV. "Activities 1993: Central Europe, The Baltic States and CIS". *Adult education and development*, No. 43, (1994), pp. 137-160.

Overview of international assistance projects in the region, sponsored by the Institute.

593. Institute for International Cooperation of the DVV. "Adult education in Eastern Europe". *Adult education and development*, No. 40, (1993), pp. 166-207.

Subtitle: Current status and perspectives of work of the Institute for International Cooperation of the German Adult Education Association (DVV) with the countries of Mid-Eastern and South-Eastern Europe, CIS and the Baltic.

594. Institute for International Cooperation of the DVV. "Adult education in Eastern Europe". *Adult education and development*, No. 43, (1994), pp. 403-412.

Excerpts on the situation and German assistance from a full version published in *Adult education and development*, No. 40 above (#593).

595. Institute for International Cooperation of the DVV. "Development education and building of public awareness on development issues". *Adult education and development*, No. 43, (1994), pp. 188-193.

Brief account of the activities of the Institute in the area of development education and staff training for educational programs on Africa, Asia and Latin America.

596. Institute for International Cooperation of the DVV. "DVV proposals for the implementation of the sectoral plans of the BMZ". *Adult education and development*, No. 43, (1994), pp. 401-403.

597. Institute for International Cooperation of the DVV. *European adult education – without limits and beyond borders?* Bonn : The Institute, 1994. 13 p.

Subtitle: The Institute for International Cooperation of the German Adult Education Association and a new range of tasks.

598. Institute for International Cooperation of the DVV. "European adult education – without limits and beyond borders?". *Adult education and development*, No. 42, (1994), pp. 133-144.

Subtitle: The Institute for International Cooperation of the German Adult Education Association and a new range of tasks.

599. Institute for International Cooperation of the DVV. "European adult education – without limits and beyond borders?". *Adult education and development*, No. 43, (1994), pp. 413-418.

Excerpts from the pamphlet listed above (#597).

600. Institute for International Cooperation of the DVV. "Promotion of international contacts in the field of adult education". *Adult education and development*, No. 43, (1994), pp. 163-171.

Outline overview of growing international contacts and cooperation in Europe.

601. Institute for International Cooperation of the DVV. "25 years Institute for International Cooperation of the German Adult Education Association" (theme issue). *Adult education and development*, No. 43, (1994), 448 p.

Individual articles are listed under appropriate headings.

602. Polack, G. "Summary of the seminar on German-Polish cooperation in the border areas, as exemplified by the results of workgroup 1". *Adult education and development*, No. 40, (1993), pp. 228-233.

Report on the conclusions of one of the work groups at a workshop Coexistence of Poles and Germans in the Area of Adult Education, organized by the German Adult Education Association (DVV).

603. Samlowski, M. "Polish and German coexistence". *Adult education and development*, No. 40, (1993), pp. 208-212.

Report on a workshop Coexistence of Poles and Germans in the Area of Adult Education, organized by the German Adult Education Association (DVV).

See also 618, 653, 656, 666.

4 (c) Regional adult education systems and organizations

See 663.

5 (a) Adult educators; staffing; training

604. Dohmen, G. "Training of adult education workers in a German university", pp. 43-47 in *The relationship between the universities and the adult education movement*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Outline of the conceptual basis for and implementation of training for adult educators at university level in Germany.

605. Müller, J. "The action training model and its educational foundations". *Adult education and development*, No. 41, (1993), pp. 239-253.

Exposition of the Action Training Model (ATM) of training adult educators.

606. Pflüger, A. "Learning with adults for social change", pp. 39-45 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

"Outline of a fairly new approach to theory and practice in adult education which has been developed from the concept of 'key qualifications'. In the long run, it might help adult educators to treat fairly all aspects of the relationship between social change and learning with adults."

See also 642.

6 (a) Theory of adult education

607. Alheit, P. "The 'biographical question' as a challenge to adult education". *International review of education*, vol. 40, Ns. 3-5, (1994), pp. 283-298.

"The author argues the case for a 'biographical' approach to learning, which has the capacity to change both the individual and the context in which learning takes place."

608. Dohmen, G. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 67-68 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

609. Friedenthal-Haase, M. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 80-81 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

610. Hofmann, L. "Continuing education as a challenge for the future", pp. 28-32 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Analysis of the needs of IBM Deutschland and of professional development provision for employees.

611. Holmberg, B. "An epistemological stand". *Educational and training technology international*, vol. 29, No. 4, (1992), pp. 269-278.

Thoughts on scholarship as a rational activity and on types of scholarly work.

612. Knoll., J.H. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 139-142 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

613. Nuissl, E. "Male education – problems and approaches". *Adult education and development*, No. 39, (1992), pp. 39-47.

Examination of gender related adult education for men.

614. Pritchard, R.M.O. "The German dual system: Educational utopia?". *Comparative education*, vol. 28, No. 2, (1992), pp. 131-143.

Analysis of the strengths and weaknesses of the German apprenticeship system.

615. Prokop, E. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 216-217 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

616. Reischmann, J. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 220-224 in *Rethinking adult*

education for development, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rational for, scope, role and place of adult education.

See also 585, 606, 623, 629, 631, 632, 637, 640, 661.

6 (b) Research in adult education

See 634, 638, 662.

7 (a) Folk high schools; residential adult education

617. Tölke, H. W. "Heimvolkshochschule in Germany – heritage and mission?", pp. 19-23 in *Is there a future for folkhighschools in Europe?*, edited by Agency for European Folkhighhschool Work. Amersfoort, Netherlands,: The Agency, 1993.

Subtitle: Reflections on the origins and development of Folkhighschools in Germany.

8 (a) University extension; universities and adult education

618. Lehman, G. and Reese, U. "Perspectives of universities in the area of continuing education", pp. 63-69 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

"The aim of the paper is to show perspectives concerning the frameworks, the specific tasks of universities in [continuing education in former East Germany after German reunification] and the European dimension of continuing education."

See also 604, 610, 652, 653, 656, 657, 668.

8 (c) Volkshochschulen; people's and workers' universities

619. German Adult Education Association. *Community adult education centres: Continuing education for the future – Schwerin Declaration of the German Adult Education Association*. Bonn: Institute for International Cooperation of the German Adult Education Association, 1994. 23 p.

Text of the Schwerin Declaration of May 1994, setting out the present situation and demands of the German *Volkshochschulen*.

620. German Adult Education Association. "Community adult education centres: Continuing education for the future – Schwerin Declaration of the German Adult Education Association". *Adult education and development*, No. 43, (1994), pp. 425-427.

Excerpts from the pamphlet of the same title, listed above (#619).

621. Lenz, H-J. "The Nuremberg 'Programme for Men' at the *Volkshochschule* in the city of Nuremberg". *Adult education and development*, No. 39, (1992), pp. 49-52.

Report on a rare specialized program for men.

622. Neimann, R. "Experiences with cultural and development education work at the Volkshochschulen". *Adult education and development*, No. 40, (1993), pp. 31-39.

"This article is concerned with convincing broader groups of adults that the 'foreign' element is not threatening and that we can learn from the rich diversity of other cultures."

623. Schlutz, E. "The market and education: Developments and hazards in pedagogical thinking and acting in public adult education in the Federal Republic of Germany". *Adult education and development*, No. 40, (1993), pp. 243-256.

The author "describes the situation of adult education work in Germany after reunification and discusses the problems of the pedagogical work of the Volkshochschulen in a system of social market economy".

624. Ufer, H. "Adult education: Help for mastering personal crises". *Adult education and development*, No. 38, (1992), pp. 185-196.

Treatise on adult education for the life of adults as employees, family members, citizens and individuals.

See also 590, 592, 593, 594, 595, 597, 599, 600, 601, 602, 603, 661, 662, 666.

9 (b) Voluntary associations; societies; clubs

See 667.

10 (a) Correspondence study; distance education; open learning

625. Bernath, U. "The Centre for Distance Education at Carl von Ossietzky University of Oldenburg". *Open learning*, vol. 9, No. 3, (1994), pp. 52-55.

626. Dieckmann, H. "The essentials of effective study guides (How to study)". *Epistolodidaktika: The European journal of distance education*, No. 2, (1994), pp. 7-25.

    Account of the study assistance provided to distance education students by the Studiengemeinschaft Darmstadt.

627. Groten, H. "The role of Study Centres at the FernUniversität". *Open learning*, vol. 7, No. 1, (1992), pp. 50-56.

    Account of the rationale for, and organization and role of the local and regional study centres.

628. Holmberg, B. "Communication and study success – quality in distance education". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 6-12.

    Thoughts on basic elements of quality in distance education.

629. Holmberg, B. "The tutorial in distance education". *Epistolodidaktika: The European journal of distance education*, No. 1, (1993), pp. 79-82.

    Brief overview of thinking and literature on the theme.

630. Kammerer-Jöbges, B. "Important rules for PR success taking the example of Germany". *Epistolodidaktika: The European journal of distance education*, No. 2, (1993), pp. 6-18.

    Account of public relations approaches in distance education in Germany.

631. Peters, O. "Distance education in a postindustrial society", pp. 39-58 in *Theoretical principles of distance education*, edited by D. Keegan. London: Routledge, 1993.

    Analysis of the development of distance education as the most industrialized form of teaching, and of the challenge it faces in postindustrial society.

632. Peters, O. "Some observations on dropping out in distance education". *Distance education: An international journal*, vol. 13, No. 2, (1992), pp. 234-269.

"This paper is an appraisal of drop-out from a German perspective...[it] argues that drop-out cannot and even should not readily be compared across systems, since significant parameters differ...[it] offers different professional viewpoints then moves to consider solutions to the problem."

633. Riedel, H. "Measuring and controlling the success of advertising for distance education in Germany". *Epistolodidaktika: The European journal of distance education*, No. 2, (1993), pp. 57-62.

634. von Prümmer, Ch. "Women-friendly perspectives in distance education". *Open learning*, vol. 9, (1994), pp. 3-12.

Report "on research into the extent to which the distance education systems [in Germany] support or discourage women students".

See also 638.

11 (a) Educational radio and television; educational technology

635. Commission of European Communities, Task Force Human Resources, Education, Training and Youth. *New information technology in education, vol. 4, Germany*. Luxembourg: Office of Official Publications of the European Communities, 1992. 124 p.

636. Diessel, T.; Lehmann, A.; Vassileva, J. "Individualized course generation: A marriage between CAL and ICAL". *Computers and education*, vol. 22, Ns. 1-2, (1994), pp. 57-64.

"An architecture of a 'slightly-intelligent' Computer Assisted Learning (CAL) system is proposed, able to carry out a rather rigid, goal-driven, presentation-oriented style of teaching."

637. Issing, L.J. "From instructional technology to multimedia didactics". *Educational media international*, vol. 31, No. 3, (1994), pp. 171-182.

"This article defines multimedia didactics, and sees what instructional aids they offer." It also deals with interactive learning, reconceptualization of instructional design, and visualization and presentation of learning contents.

638. Laaser, W. "Design, production and evaluation of computer-based courseware in distance education". *Distance education: An international journal*, vol. 14, No. 2, (1993), pp. 283-296.

"One of the values of this paper is its recitation of the introduction of various types of presentations of distance education teaching materials."

See also 625, 639, 656.

12 (a) Libraries

639. Heinisch, Ch. "Cyber Lib – vision and economic analysis". *Libri*, vol. 44, No. 4, (1994), pp. 393-399.

Cyber Lib is the vision of a library whose essential functions, objects and services are offered in an artificially created environment. Making available different environments that meet the individual user's needs is a very special characteristic of the capacity of Cyber Lib."

14 (a) Community development

See 589, 622.

15 (a) Literacy; adult basic education

640. Jaehn, U. "Illiteracy – solely an educational problem?", pp. 77-103 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Analytical examination of illiteracy in its various aspects.

15 (b) Secondary education

See 583.

15 (c) Post-secondary education; higher education

See 583, 604, 618, 627, 668.

16 (a) Vocational and technical education; apprenticeship

641. Campbell, C.B. "The German dual system of apprenticeship training for youth: A best-practices study". *Canadian and international education*, vol. 22, No. 2, (1993), pp. 51-67.

"This study reviews the German Dual System of Apprenticeship Training for Youth in the light of the 1969 *Vocational Training Act* and discusses the interaction of the different social components in the training process."

642. Ertelt, B.J. *Occupational profiles of vocational counselors in the Federal Republic of Germany*. Berlin: CEDEFOP, 1992. 90 p.

643. European Centre for the Development of Vocational Training. *Training in the retail sector in Germany: Report of the FORCE Programme*. Berlin: CEDEFOP, 1994.

644. European Centre for the Development of Vocational Training. *Vocational education and training in Germany*. Berlin: CEDEFOP, 1994. 109 p.

645. Lane, Ch. "Vocational training and new production concepts in Germany: Some lessons from Britain", pp. 112-128 in *Adult learners, education and training*, edited by R. Edwards, S. Sieminski and D. Zeldin. London: Routledge, 1993 (edited version of an article which appeared in the *Industrial relations journal*, vol. 21, No. 4, (1990)).

"This chapter argues that, [in Germany] both public policy and management practices have created the human resources which make it possible and advisable to adopt the new manufacturing policy."

646. "Learning for the working world: Vocational training in the Federal Republic of Germany". *Bildung und Wissenschaft/Education and Science*, Ns. 5-6, (1992). 28 p.

Theme issue providing overview of all types of vocational training.

647. Lichte, R.; Rauner, F.; Spöttl, G. et al. *Training in the motor vehicle repair and sales*. Berlin: CEDEFOP, 1994. 123 p.

648. Ministry of Education and Science, Germany. *Report on vocational education 1993, Part I*. Bonn: The Ministry, 1993. 28 p.

Report on current situation of vocational education and training after the reunification of Germany.

649. Münch, J. and Henzelmann, T. *Systems and procedures of certification of qualifications in the Federal Republic of Germany* (4th edn.). Berlin: CEDEFOP, 1994. 92 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

650. Schweitzer, C. and Wolfinger, C. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the Federal Republic of Germany: Counseling needs of girls and young women when choosing an occupation.* Berlin : CEDEFOP, 1994. 128 p.

651. Worschech, F. and Severing, E. *Vocational training in the new German Bundeslander – synthesis.* Brussels: Eurotecnet Technical Assistance Office, 1992. 44 p.

Overview of vocational training in former East Germany after German reunification.

See also 583.

16 (b) Training in business, industry and government

652. Berning, E. "Professional continuing education in Italy and Germany – facts and developments", pp. 5-7 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Brief comparative analysis of the theme.

653. Haase, P. "New trends of human resources and its effect on requirements on universities and industry", pp. 8-10 in *Professional continuing education in Europe*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Outline of the needs of industry and the need for cooperation between industry and universities in the global market.

654. Hopp, V. "Qualification profiles for engineers in the future", pp. 11-18 in *Professional continuing education in Europe*, edited by W.J. Bartz. Ehningen, Germany. 1993.

Analysis of the future qualification needs for engineers and of continuing education provision.

655. Ramsay, H.; Tallon, H.; McCarthy, J.; Morgan, W.J. *Company training in Britain and Germany: Four local case studies.* Nottingham: Centre for Research into the Education of Adults, Department of Adult Education, University of Nottingham, 1993. 49 p.

"This report considers policy and practice in four major companies in two major industries, automobile manufacture and electronics, in four regions comparable for their relative prosperity and employment prospects, Baden-Würtemberg and the East Midlands or for the severity of industrial decline and unemployment, Bremen and South Wales"; study was carried out in 1991-92.

See also 643, 646, 656, 660.

16 (c) Professional continuing education; in-service training

656. Bartz, W.J. "Cooperation between industry and universities: Bilingual continuing education using a multimedia system", pp. 33-44 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Contents, didactical concept, methods and field experiences gained from a continuing education course developed cooperatively by universities, companies and other institutions in Baden-Würtemberg, Germany and Massachusetts, USA.

657. Funke, R. "Culture or competence for managers? Scientific continuing education in German universities", pp. 48-52 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W. J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Analysis of the need for and situation of professional continuing education provided by universities, with special reference to the University of Tübingen.

658. Weiss, R. "Innovative trends in the field of in-company training", pp. 80-83 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Brief overview of structures of , challenges to, and current tendencies in in-company training.

See also 610, 652, 653, 654.

16 (d) Retraining; upgrading

659. Bosch, G. *Retraining – not redundancy: Innovative approaches to industrial restructuring in Germany and France*. Geneva: ILO, 1992. 183 p.

Covers examination of full employment policies, vocational qualifications and occupational training.

660. Föhr, H. "*Treuhand*: qualification is the employers' responsibility – consequences for East and Central European states". *Bildung und Wissenschaft/Education and science*, No. 1, (1994), pp. 9-12.

"Describes...how the change-over [from a planned economic system to decentralized market structures] was organized in *Treuhand* enterprises [in former East Germany, now the five new *Bundeslander* in the Federal Republic of Germany] and the importance of qualification in this context."

See also 646.

18 (a) Education of women

661. Diehl-Huwe, U. "Equality and difference". *Adult education and development*, No. 39, (1992), pp. 25-37.

Examination of the question of how to shape continuing education in the interest of women, especially with reference to the *Volkshochschulen*.

662. Pehl, K. "A statistical look at women in Germany's Community Centres for Adult Education (the *Volkshochschulen*)". *Adult education and development*, No. 39, (1992), pp. 53-66.

Statistical analysis of women as participants, instructors, full-time staff members of *Volkshochschulen*, and leaders.

See also 634, 650.

20 (a) General education; humanities; liberal arts

663. Otte, R. "New technology and non-vocational adult education in Baden-Würtemberg, Federal Republic of Germany", pp. 27-38 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Account of the need for and provision of adult education programs to improve acceptance of and new skills in new technologies impacting on daily life.

20 (d) Civic education; political training

664. Dohmen, G. "Continuing education and democratic structures". *International journal of university adult education*, vol. 32, No. 2, (1993), pp. 53-64.

Overview of "recent experiences with the development of democratic continuing education structures in Eastern Germany".

665. Knoll, J.H. "Political education in Germany – historical irritations, present findings and tendencies". *International journal of university adult education*, vol. 33, No. 3, (1994), pp. 11-24.

Analysis of the historical background, current situation and prospects of political education in formal and informal settings, aimed at youth and adults.

666. Schlutz, E. "Volkshochschulen and internationalism". *Adult education and development*, No. 38, (1992), pp. 197-204 (reprinted in No. 43, (1994), pp. 396-401).

Summary of impressions from observation of work groups dealing with "internationality" at the quinquiennial congress of the German Adult Education Association, held at Kassel in November 1991.

See also 589, 595, 606, 670.

20 (k) Art; drama; music education

667. "Music training and cultivation of music outside school". *Bildung und Wissenschaft/Education and science*, No. 3, (1994), pp. 9-14.

Account of musical activities and training provided by many organizations, associations, clubs and institutions.

20 (l) Pre-retirement education; programs for retired

668. Scholz, W-D. "New prospects at the third stage of life: Older people at university". *Journal of educational gerontology*, vol. 8, No. 1, (1993), pp. 33-46.

"This paper deals specifically with dialogue and communication between generations. Its focus of interest will therefore be younger and older people's current experience of cooperative learning at university."

20 (m) Immigrant, ethnic minority, multicultural education

669. Fischer, U. "From target group work to intercultural education". *Adult education and development*, No. 40, (1993), pp. 19-23.

"Based on her own experiences, Dr. Veronica Fischer describes...methods and ways of intercultural learning; she sees intercultural learning as an interdisciplinary principle."

670. Knoll, J.H. "The political and cultural situation and problems of minorities in a multicultural society: The case of Germany", pp. 187-205 in *Meeting of cultures and clash of cultures*, edited by K. Yaron and F. Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

Paper presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992.

See also 622.

GREECE

2 (a) General overviews; collections of writings; yearbookss

671. Vergidis, D. "Greece ", pp. 219-232 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of adult education.

2 (b) History of adult education

See 672.

2 (c) Comparative studies

See 676.

2 (d) Biographies

672. Hummel, C. "Plato". *Prospects*, vol. 24, Ns. 1-2, (1994), pp. 329-342.

Account of Plato's life and educational ideas.

6 (a) Theory of adult education

673. Kosmidou, Ch. and Usher, R. "Experiential learning and the autonomous subject: A critical approach", pp. 77-91 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

Analysis of the issue of autonomy in experiential learning.

See also 672.

9 (b) Voluntary associations; societies; clubs

See 647, 683.

10 (a) Correspondence study; distance education; open learning

674. Kampsambelis, D. "The use of distance learning in the YWCA in Greece". *Open learning*, vol. 7, No. 3, (1992), pp. 44-47.

11 (a) Educational radio and television; educational technology

675. Commission of European Communities, Task Force Human Resources, Education, Training and Youth. *New information technology in education, vol. 5, Greece*. Luxembourg: Office of Official Publications of the European Communities, 1993. 86 p.

14 (a) Community development

See 683.

16 (a) Vocational and technical education; apprenticeship

676. Cruz, E.; Potiriadis, M.; Le Marios, H. et al. *Support policies for business start-ups and the role of training – national reports from Portugal, Belgium and Greece – synthesis report*. Berlin: CEDEFOP, 1992. 208 p.

677. European Centre for the Development of Vocational Education. *Support policies for business start-ups and the role of training in Greece – synthesis report*. Berlin: CEDEFOP, 1992. 134 p.

678. European Centre for the Development of Vocational Training. *Vocational education and training in Greece*. Berlin: CEDEFOP, 1994. 102 p.

679. Papaionnou, S. and Patsatzkis, H. *Training in the motor vehicle repairs and sales sector in Greece*. Berlin: CEDEFOP, 1994. 79 p.

680. Zanni-Teliopoulou, K. and Stathakopoulou, P. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the European Community: Young people's need for vocational guidance in Greece*. Berlin: CEDEFOP, 1994. 89 p.

681. Zanni-Teliopoulou, K.; Stathakopoulou, P.; Company, F.J.; Echeveria, B.; Rozera, M. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: Greece, Spain, Italy*. Berlin: CEDEFOP, 1992. 232 p.

16 (c) Professional continuing education; in-service training

682. Lanara, V.A. "Continuing education in Greece". *Journal of continuing education in nursing*, vol. 25, No. 2, (1994), pp. 88-89.

Outline overview of professional continuing education for nurses.

16 (e) Agricultural extension; rural adult education

683. Skoura, G.V.; Vergidis, D.; Sariyannidou, G.; Avgitidou, S. *"The Velvendos Women's Agricultural and Craft Co-operative"*, pp. 123-132 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Cultural Concepts, 1994.

Brief account of the aims and activities of the cooperative.

18 (a) Education of women

See 674, 683.

HUNGARY

2 (a) General overviews; collections of writings; yearbooks

684. Maróti, A. "Adult education in Hungary". *Convergence*, vol. 26, No. 3, (1993), pp. 27-42.

Analysis of the development of adult education in Hungary from the mid-nineteenth century to the present, and of the present situation and difficulties.

685. Maróti, A. "Hungary", pp. 74-88 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b(History of adult education

See 684, 685, 699.

2 (c) Comparative studies

See 692.

4 (a) International organizations; international cooperation

See 692, 693, 694.

6 (a) Theory of adult education

686. Maróti, A. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 184-188 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rational for, scope, role and place of adult education.

687. Soós, Pál. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 250-253 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 688.

7 (a) Folk high schools; residential adult education

688. Rónai, J. "Seville bells", pp. 65-74 in *Schools for life*, edited by H. Eichberg. Copenhagen: Association of Danish Folkehøjskoler, 1992.

Thoughtful analysis of the current situation of the Hungarian society based on historical development, and of the role the author sees for the new Hungarian folk high schools.

689. Tóth, J. "Hungary: A central European pillar?", pp. 30-33 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work, 1993.

Account of the recent re-establishment of the residential folk high schools in Hungary and of their perceived model role for Central Europe.

8 (c) Volkshochschulen; people's and workers' universities

See 700.

9 (b) Voluntary associations; societies; clubs

690. Salveson, P. "Hungary: Revolution in Communist education", *Adults learning* (UK), vol. 3, No. 7, (1992), pp. 184-185.

"Although focusing on youth rather than adult work, this report shows the affect that democratization is having on voluntary groups in the former eastern block."

10 (a) Correspondence study; distance education; open learning

691. Dori, T. "How to sell distance learning in Hungary", *Epistolodidaktika: The European journal of distance education*, No. 2, (1993), pp. 19-29.

Thoughts on and account of motivation of individuals and society for positive attitude to distance learning.

692. Eklund, P.; van Enckevort, G.; Harry, K.; Rumble, G. "The development of distance higher education in the Czech and Slovak Federative Republic, Hungary and Poland". *Open learning*, vol. 8, No. 2, (1993), pp. 18-26.

Paper "based on a recent research report into the current provision of and potential for developing distance higher education in the three central European countries."

693. Halász, G. "Budapest's Distance Education Centre". *Open learning*, vol. 8, No. 1, (1993), pp. 47-48.

Outline overview of the rationale, role and work of the Centre.

694. Zentai, G.; Farnes, H.; Woodley, A. "Network models for distance education in Hungary". *Open learning*, vol. 8, No. 2, (1993), pp. 27-37.

Report of future plans for higher distance education in Hungary.

11 (a) Educational radio and television; educational technology

695. Bertalan, Z. "Practice and experiment in the equipment development process within the model of the Hungarian World Bank project for the new vocational education". *Educational media international*, vol. 31, No. 3, (1994), pp. 188-192.

"This article looks at the setting up, operation and areas of interest of the Media Group within the Hungarian World Bank project for the new vocational education."

14 (a) Community development

696. Balipap, F. "A new history for the Hungarian village of Gyulaj", pp. 161-176 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of the situation and of community development attempts in a village with significant Gypsy population.

697. Varga, T.A. and Vercseg, I. "An experiment in community development in the Bakony, Hungary". *Community development journal*, vol. 27, No. 1, (1992), pp. 50-59.

Account of a community development experiment started in 1983; the article reviews developments to 1989.

15 (c) Post-secondary education; higher education

See 692, 693.

16 (a) Vocational and technical education; apprenticeship

See 695.

16 (c) Professional continuing education; in-service training

698. Hok, M. "Permanent continuing education of nurses in Hungary". *Journal of continuing education in nursing*, vol. 25, No. 2, (1994), pp. 57-58.

Outline overview of professional continuing education for nurses, introduced in Hungary in 1975-76.

20 (d) Civic education; political training

699. Basel, P. "Lessons of the experience of adult education in the socialist period in Hungary". *International journal of university adult education*, vol. 31, No. 2, (1992), pp. 52-58.

Reflections by a Hungarian adult educator on the burden of the past and the need for new development, faced by adults and adult educators in Hungary and other former communist countries in Central and Eastern Europe.

See also 690.

20 (m) Immigrant, ethnic minority, multicultural education

700. Lászlo, H. and Tóth J. "Gypsy folk high schools in Hungary". *Adult education and development*, No. 40, (1993), pp. 261-271.

Account of the rationale for, organization and work of the specific folk high schools established for the Gypsy minority.

See also 696.

ICELAND

3 (a) State and adult education; legislation

See 704.

3 (b) Financing of adult education

See 704.

6 (a) Theory of adult education

701. Kristjansson, K. "The way in which adult education can contribute to bridging the intellectual and emotional gap between people", pp. 47-51, in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Examination of the topic within the social context of Iceland.

10 (a) Correspondence study; distance education; open learning

702. Fridgeirsdóttir, G. "Developments in distance education in Iceland". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 67-71.

See also 703.

11 (a) Educational radio and television; educational technology

703. Stefánsdóttir, L. "Computer communication and Icelandic educational institutions". *Educational media international*, Vol. 31, No. 2, (1994), pp. 110-113.

"This paper discusses computer communication in Iceland, including the Icelandic Educational Network and on-line tools, and focuses on the opportunities for educational institutions to provide and use on-line information, and also on-line distance education."

See also 706.

12 (a) Libraries

704. Óskarsdóttir, P. "Iceland". *Scandinavian public library quarterly*, vol. 27, No. 1, (1994), pp. 19-21.

Outline of public library legislation.

16 (c) Professional continuing education; in-service training

705. Helgadóttir, H. "Continuing education in nursing". *Journal of continuing education in nursing*, vol. 25, No. 2, (1994), pp. 64-66.

Account of the current situation of professional continuing education and in-service training provision for nurses.

706. Johnsen, B. "Theory and practice hand in hand in distance education in Iceland". *Educational media international*, vol. 30, No. 2, (1993), pp. 65-68.

"This article focuses on the role of practice in a decentralized part-time study for teachers. First there is a short discussion of the concepts of distance education, then a short description of the educational project as a whole, continued by describing and discussing training of professional skills at a distance by using a curriculum model as a framework of a contract between students and educational institutions. Four objects of professional skills training are then examined briefly."

ITALY

2 (a) General overviews; collections of writings; yearbooks

707. Lichtner, M. "Italy", section 65, pp. 65.10.10.-65.30.210. in *Europahandbuch Weiterbildung/European manual of continuing education*, edited by A. Kaiser, J.E. Feuchthofen and R. Güttler. Neuwied, Germany: Luchterhand Verlag, 1994.

Partial overview of adult education in Italy.

708. Lichtner, M. "Italy", pp. 233-248 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2(b) History of adult education

See 707.

2 (c) Comparative studies

See 727, 729.

2 (d) Biographies

709. Monasta, A. "Antonio Gramsci". *Prospects*, vol. 23, Ns. 3-4, (1993), pp. 597-612.

3 (a) State and adult education; legislation

710. Moscati, R. and Pugliese, E. "Educational policy and economic policy: The case of Southern Italy". *Higher education in Europe*, vol. 18, No. 2, (1993), pp. 97-109.

Contains a section on adult education (pp. 101-104).

See also 707, 725.

3 (b) Financing of adult education

See 707.

4 (c) Regional adult education systems and organizations

See 707.

4 (d) Local level adult education institutions and organizations

See 707, 722.

5 (a) Adult educators; staffing; training

See 715, 716.

6 (a) Theory of adult education

711. Apitzsch, U. "Gramsci and the current debate on multicultural education". *Studies in the education of adults*, vol. 25, No. 2, (1993), pp. 136-145.

712. Gelpi, E. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 86-88 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

713. Lichtner, M. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 174-175 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

    Personal views on the rationale for, scope, role and place of adult education.

714. Mayo, P. "Synthesizing Gramsci and Freire: Possibilities for a theory of radical adult education". *International journal of lifelong education*, vol. 13, No. 2, (1994), pp. 125-148.

    "The paper constitutes a preliminary attempt at examining the extent to which the combined insights of Gramsci and Freire can provide the foundation for a theory of radical adult education."

715. Mezzana, D. and Checcucci, P. "The education of development agents: Facing the challenge of social subjectivity", pp. 145-154 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

"With this paper we want to prompt some reflection on the emergent, so-called 'social subjectivity', attempting to show how this reflection can lead to the elaboration of innovative, postgraduate training programmes for development agents."

716. Vannucchi, G. "The new cultural dimension of the engineer and the training of the trainers as a related problem", pp. 19-22 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W. J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Thoughts on the theme.

See also 709.

6 (b) Research in adult education

See 707, 721, 730.

8 (a) University extension; universities and adult education

See 707, 710, 722, 729, 730, 734.

10 (a) Correspondence study; distance education; open learning

See 718.

11 (a) Educational radio and television; educational technology

717. Dondi, C. and Ricuperati, P.P. "The use of interactive multimedia for in-company training", pp. 131-138 in *Vocational education at a distance*, edited by G. Rumble and J. Oliviera. London: Kogan Page, 1992.

Account of distance learning systems employed for in-company training by the SANPAOLO Banking Group in Italy and France.

718. Innocenzi, P.M. "Distance learning and telecommunications". *Educational media international*, vol. 30, No. 2, (1993), pp. 101-103.

"The use of telecommunications in distance learning, and the New Educational Technology, are looked at from the point of view of the trainer and the learner. The importance of handling feedback is considered in a 'transparent' mode."

719. Persico, D. "Navigating through words". *Educational and training technology international*, vol. 29, No. 1, (1992), pp. 35-41.

"By referring to existing prototypes and systems, in this paper the advantages and disadvantages of computer and multimedia technologies in the development of reference works such as dictionaries and encyclopaedias are discussed."

720. Sarti, L. "Human/computer interfacing in education and environments". *Educational and training technology international*, vol. 29, No. 1, (1992), pp. 52-63.

Account of the use of database organization techniques, client-server architectures and object oriented techniques in the design and implementation phases of multimedia educational applications.

11 (b) Press; publishing

721. Bertin, A.; Buciol, F.; Lanza, Ch. "Intelligent training systems in industrial environments: Approach and solutions to high risk task training". *Computers and education*, vol. 20, No. 1, (1993), pp. 97-104.

"This paper reports objectives and results of a research project to develop an intelligent tutoring system for an industrial application – recurrent training of technical personnel employed in the maintenance of electrical devices."

12 (a) Libraries

722. Federighi, P. "Answers to education problems in rural Italy", pp. 11-122 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of a project "aimed at narrowing the ever-widening gap between different segments of the population with regard to education and culture, focusing on the role of the most important [local] public infrastructure, the library".

14 (a) Community development

See 722.

16 (a) Vocational and technical education; apprenticeship

723. European Centre for the Development of Vocational Training. *Training in the retail trade in Italy*. Berlin: CEDEFOP, 1994. 98 p.

724. European Centre for the Development of Vocational Training. *Vocational education and training in Italy*. Berlin: CEDEFOP, 1994. 132 p.

725. IFAP IRI and Fressura, N. *Systems and procedures of certification of qualifications in Italy*. Berlin: CEDEFOP, 1994. 84 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

726. Meghnagi, S. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the European Community: Low-skilled young people – Italy*. Berlin: CEDEFOP, 1994. 138 p.

727. Zanni-Teliopoulou, K.; Stathakopoulou, P.; Company, F.J.; Echeverria, B.; Rozera, M. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: Greece, Spain, Italy*. Berlin: CEDEFOP, 1992. 232 p.

728. Volonta, M. *Training in the motor vehicle repair and sales sector in Italy*. Berlin: CEDEFOP, 1994. 109 p.

16 (b) Training in business, industry and government

729. Berning, E. "Professional continuing education in Italy and Germany – facts and developments", pp. 5-7 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

730. Cima, M. and Rossetti, U. "The first four years of COREP's experience", pp. 45-47 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

731. Palumbo, B. "Needs of continuing education in the high-technology industries", pp. 23-27 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Examination of the role and problems of professional continuing education in high-technology industry environment.

732. Pecorini, Ch. "Innovations in education and training for enterprises in Italy", *Grundlagen der Weiterbildung*, vol. 3, No. 1, (1992), pp. 37-40.

Overview of changes in enterprise education and training strategies brought about by recent changes in industrial culture and organization in Italy.

See also 717, 733.

16 (c) Professional continuing education; in-service training

733. Adorni, M. "The role of continuing managerial training for innovation and creativity", pp. 57-62 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Outline of needs of in-company professional continuing education programs at the Olivetti company.

734. Cavallotti, P. "Experience of continuing engineering education programme at Politecnico di Milano", pp. 53-56 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

"Critical survey of significant characteristics of the Continuing Engineering Education Programme CEEP", established in 1994.

735. Paracone, C. "The professional skills needed by human and computer integrated manufacturing to the most advanced experiences in Italy", pp. 70-79 in *Professional continuing education in Europe – needs of industry and possibilities of universities*, edited by W.J. Bartz. Ehningen, Germany: Expert Verlag, 1993.

Analysis of new frontiers of job skills and vocational training, industry needs, and a training proposal for industrial engineering technicians.

See also 715, 729, 730.

LATVIA

(Since 1991)

12 (a) Libraries

736. Mason, F.M. "Public libraries in the Baltic countries: Problems of culture, democratization and technology". *Public library quarterly*, vol. 12, No. 3, (1992), pp. 3-15.

"The article explores the challenges public libraries in the newly emerging Baltic countries will face in attempting to modernize and change."

LITHUANIA

(Since 1991)

2 (a) General overviews; collections of writings; yearbooks

737. Beresnevičiena, D. "Adult education in former Eastern Europe: Lithuania". *Life and education in Finland (LEIF)*, No. 3, (1994), pp. 61-63.

Brief overview of the roots, current situation and future prospects of adult education.

2 (b) History of adult education

See 737, 738.

12 (a) Libraries

738. Gudauskas, R. "Lithuanian library history". *International information and library review*, vol. 26, No. 4, (1994), pp. 271-287.

"This article deals with the most important features of Lithuania library history and describes specific features of the Soviet period. It also describes the current situation of librarianship in independent Lithuania."

739. Mason, F.M. "Public libraries in the Baltic countries: Problems of culture, democratization and technology". *Public library quarterly*, vol. 12, No. 3, (1992), pp. 3-15.

"The article explores the challenges public libraries in the newly emerging Baltic countries will face in attempting to modernize and change."

LUXEMBOURG

2 (c) Comparative studies

See 741.

3 (a) State and adult education; legislation

See 744.

11 (a) Educational radio and television; educational technology

740. Commission of European Communities, Task Force Human Resources, Education, Training and Youth. *New information technology in education, vol. 10, Luxembourg.* Luxembourg: Office of Official Publications of the European Communities, 1992. 122 p.

16 (a) Vocational and technical education; apprenticeship

741. Brosius, C.; Haas, L.; Le Marois, H. et al. *Support policies for business start-ups and the role of training in the Federal Republic of Germany, in the former German Democratic Republic (DDR) and in Luxembourg – synthesis report.* Berlin: CEDEFOP, 1992. 200 p.

742. European Centre for the Development of Vocational Training. *Training in the retail trade of the Grand Duchy of Luxembourg: Report of the FORCE Programme.* Berlin: CEDEFOP, 1994. 54 p.

743. European Centre for the Development of Vocational Training. *Vocational education and training in Luxembourg.* Berlin: CEDEFOP, 1994. 70 p.

744. Frideres-Poos, J.; Tagliafeni, J.; Ministry of Education. *Systems and procedures of certification of qualifications in Luxembourg.* Berlin: CEDEFOP, 1994.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

745. Kappeustein, P. *Occupational profiles of vocational counselors in the Grand Duchy of Luxembourg.* Berlin: CEDEFOP, 1992. 88 p.

746. Krier, P. and Mathgan, T. *Training in the motor vehicle repair and sales sector in the Grand Duchy of Luxembourg.* Berlin: CEDEFOP, 1994. 46 p.

16 (b) Training in business, industry and government

See 742.

NETHERLANDS

2 (a) General overviews; collections of writings; yearbooks

747. Organisation for Economic Co-operation and Development. *Reviews of national policies for education: Netherlands.* Paris: OECD, 1992. 148 p.

Second OECD review of educational policies in the Netherlands; contains section on adult education.

748. van Gent, B. "The Netherlands", pp. 19-34 in *Perspectives on adult education and training in Europe,* edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

749. Hake, B.J. "The making of Batavian citizens: Social organization of constitutional enlightenment in the Netherlands, 1795-98". *History of education,* vol. 23, No. 4, (1994), pp. 335-353.

"The research reported here was undertaken with a view to making a contribution to the body of knowledge [about the relationship between political movements and the development of both formal and informal adult education] in the Netherlands in the 1790s."

750. van Gent, B. "The invention of Dutch andragogy: The role of Octavia Hill and Paul Natorp", pp. 92-110 in *Cultural and intercultural experiences in European adult education,* edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Examination of the roots and development of the science of adult education in the Netherlands.

751. van Gent, B. "Ruskin and Morris in the Netherlands: An exploratory study of their influence on Dutch adult education", pp. 131-161 in *Adult education between cultures,* edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"The first section offers a sketch of the social, cultural and educational climate in Great Britain after the Industrial Revolution. The

following two parts deal with the ideas and activities of Ruskin and Morris. Then follows a brief characterization of the *fin de siècle* period in the Netherlands. Finally, the influence which Ruskin and Morris exerted in the multifaceted area of Dutch adult education is examined."

See also 768, 769, 771, 772.

2 (c) Comparative studies

See 750, 751, 767, 768, 773, 794, 797.

3 (a) State and adult education; legislation

752. Houtkoop, W. and van den Dool, P. "Learning for life: Policy conclusions", pp. 239-247 in *Learning across lifespan*, edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

Outline of recent development and application of public policies in the field of adult education.

753. Winkels, D. and Michielse-Oud, G. "About social innovation: A policy", pp. 69-76 in *Adult education and social change. Conference report*, edited by School and Out-of-School Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Account of a new government policy intended to deal with "central problems concerning the quality of life, such as: unemployment, non-participation in society, living problems in neighbourhoods etc.".

See also 765, 799, 803.

3 (b) Financing of adult education

See 799.

4 (a) International organizations; international cooperation

See 769.

6 (a) Theory of adult education

754. Berkers, F. "Experiential learning and willfulness: Answering the challenges of postmodernity?", pp. 105-119 in *Adult education, ex-*

periential learning and social change, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

Presentation "of a didactical approach to learning" and explanation of "how an experiential exemplary orientation may be achieved in adult education contexts as well as in more formal contexts".

755. Boeren, A. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 42-43 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

756. Hammink, K. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 95-99 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre,1993.

Personal views on the rationale for, scope, role and place of adult education.

757. Jansen, T. and Klaassen, C. "Some reflections on individualisation and socialisation in (post) modernity", pp. 61-80 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Analysis of the theorem of individualization and its relationship to socialization and identity development.

758. Jansen, T. and Klercq, J. "Experiential learning and modernity", pp. 93-104 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

"In this article we would like to investigate to what extent the 'theory' of experiential learning is suitable for gaining more in-depth insight into the conditions of existence of people in present-day society."

759. Jansen, T. and van der Veen, R. "Reflexive modernity, self-reflective biographies: adult education in the light of the risk society." *International journal of lifelong education*, vol. 11, No. 4, (1992), pp. 275-286.

"The aim of this article is to present a view on adult education in the light of the concept of 'risk society', as articulated by the German sociologist Ulrich Beck."

760. Meijers, F. "How to bridge the gap between education, work and life history?", pp. 213-231 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

Subtitle: Adult education, career guidance and ethnic minorities in the Netherlands.

761. Mulder, M. "Toward a comprehensive research framework on training and development in business and industry". *International journal of lifelong education*, vol. 11, No. 2, (1992), pp. 139-155.

Description and supporting evidence for three propositions that stress the importance of knowledge gained from practice.

762. van der Veen, R. "Foundations of community education and the danger of 'Aestheticism' ", pp. 187-201 in *Adult education and theological interpretations*, edited by P. Jarvis and N. Walters. Malabar, USA: Krieger, 1993.

"In this paper I will first of all deal with the concept of community...The major part of this chapter is an analysis of possible foundations of community education."

763. van Gent, B. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 89-91 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

764. van Loosbroek, L. "Calm's Theme-centered Interaction (TCI) and critical pedagogy", pp. 169-181 in *Adult education, experiential learning and social change*, edited by D. Wildemeersch and O. Jansen. Gravenhage: VUGA, 1992.

Examination of the principle of TCI "as a possible frame of reference for the theory and practice of experiential learning and social transformation".

See also 750, 751, 765,766, 767, 771, 780, 784, 790, 791, 804, 809.

6 (b) Research in adult education

765. Boon, J. and van Staa, A. "The effects of adult education: Overview and perspectives on research in the Netherlands". *International journal of university adult education*, vol. 31, No. 3, (1992), pp. 40-54.

Outline of recent policy concerning adult education, and overview of "the major definitional, methodological and theoretical problems of research" into the outcomes and effectivity of adult education.

766. Glastra, F. and Kats, E. "Adult education as intercultural communication", pp. 273-290 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

The subject of this chapter "originates from research concerned with contemporary adult education and ethnic relations, and it presents an elaboration of a model for the analysis of intercultural communication".

767. Hake, B.J. "Remaking the study of adult education: The relevance of recent developments in the Netherlands to the search for disciplinary identity". *Adult education quarterly*, vol. 42, No. 2, (1992), pp. 63-78.

Analysis of problems and developments in the 1980s in research of adult education in the Netherlands, with references to developments in and situation of this research abroad.

See also 757, 761, 773, 774, 775, 779, 785, 787, 788, 805, 807, 808, 809.

7 (a) Folk high schools; residential adult education

768. Hake, B.J. " 'Folk High School' or 'Voluntary Labour Camp'? Residential educational provision for young adults in Germany and the Netherlands in the 1930s", pp. 195-224 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"This chapter is concerned with the development of residential education for young adults in Germany and the Netherlands in the early 1930s."

769. Stapel, C. "The Agency for European Folkhighschool Work: History and future", pp. 8-11 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort, Netherlands: The Agency, 1993.

Account of the development and work of the Agency, established in 1953, and of its future prospects.

770. van Enckevort, G. "The identity of the folkhighschool work in the Netherlands at the end of the 20th century", pp. 43-47 in *Is there a future for folkhighschool work in Europe?*, edited by Agency for European Folkhighschool Work. Amersfoort, Netherlands: The Agency, 1993.

Account of the development of the residential folk high schools, their transformation, and future prospects.

8 (a) University extension; universities and adult education

771. de Vroom, X. "Adaptation of an educational innovation: The introduction of university extension into the Netherlands, 1890-1920", pp. 43-60 in *Adult education between cultures*, edited by B.J. Hake and S. Marriott. Leeds: University of Leeds, 1992.

"This chapter is an attempt to investigate whether the organizers of university extension in the Netherlands adapted this idea in order to fit their own society, and in which manner they might have done so."

772. de Vroom, X. "Debate or Babel? University extension in the Netherlands", pp. 191-208 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Attempt "to capture the different meanings that contributed to the Babel surrounding the reception of university extension in The Netherlands, along with an analysis of the debate on the relationship between the university and the lower classes".

10 (a) Correspondence study; distance education; open learning

773. Kirschner, P.; Meester, M.; Middelbeek, E.; Hermans, H. "Learning objectives for science practicals at traditional and distance universities". *Distance education: An international journal*, vol. 14, No. 2, (1993), pp. 260-282.

Comparative study of learning objectives in natural science programs at distance universities world-wide and at traditional universities in the Netherlands.

774. Valcke, M.M.A.; Martens, R.L.; Poelmans, P.H.A.G.; Daal, M.N. "The actual use of embedded support devices in self-study materials by students in a distance education setting". *Distance education: An international journal*, vol. 14, No. 1, (1993), pp. 55-84.

Report of the results of a study of investment in the design of written materials in distance education provided by the Dutch Open University.

See also 776, 785, 786, 795.

11 (a) Educational radio and television; educational technology

775. Aarntzen, D. "Audio in courseware: Design knowledge issues". *Educational and training technology international*, vol. 30, No. 4, (1993), pp. 354-366.

"We present research results of audio, used in courseware, that are available. The design principles that can be extracted from the research review [are] summarized in the concluding section."

776. Collis, B.A. "Evaluating instructional applications of telecommunications in distance education". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 266-274.

"In this paper, various issues in the evaluation of telecommunications as educational instrumentation are discussed and a general approach for evaluating this instrumentation is described."

777. Commission of European Communities, Task Force Human Resources, Education, Training and Youth. *New information technology in education, vol. 11, The Netherlands*. Luxembourg: Office of Official Publications of the European Communities, 1992. 108 p.

778. de Bruijn, H.F.M. "Computer-aided learning for adults: A new approach". *International journal of lifelong education*, vol. 12, No. 4, (1993), pp. 303-312.

Analysis of the application of the cognitive apprenticeship concept to computer-assisted learning programs for adults.

779. de Jong, T.; van Andel, J.; Leiblum, M.; Mirande, M. "Computer assisted learning in higher education in the Netherlands: A review of findings". *Computers and education*, vol. 19, No. 4, (1992), pp. 381-386.

"This article reports some of the major results of a national survey on the use of computer assisted learning (CAL) in Dutch higher education in 1991."

780. de Vries, S. and van Schaik, P. "Aspects of an environment for the use of adaptable courseware products". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 225-233.

Definition of the concept of an Environment for Courseware Use (ECU).

781. Jaspers, F. "Target group characteristics: Are perceptional modality preferences relevant for instructional material design?". *Educational media international*, vol. 29, No. 4, (1992), pp. 235-240 (also in *Educational and training technology international*, vol. 31, No. 1, (1994), pp. 11-18).

Overview of research and literature.

782. Kommers, P. "Scenario for the development of educational hypermedia". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 234-254.

"This paper describes the typical types of cooperation which allow publishers, electronic and software companies to share expertise and resources while developing hypermedia."

783. Lieblum, M.D. "Implementing CAL at a university". *Computers and education*, vol. 18, Ns. 1-3, (1992), pp. 109-118.

"This article reports on a major review of the status of CAL at the University of Nijmegen, and includes planning and policy recommendations made to the governing board of the university."

784. Schoenmaker, J. "Linking new applications to new design paradigms". *Computers and education*, vol. 21, Ns. 1-2, (1993), pp. 181-192.

"In this reflection we will be analysing emerging demands and past experiences [of educational software applications in education and training]. We will apply these analyses to a focus on new application paradigms and try to link these new application paradigms to new design paradigms."

785. van der Mark, D. "" 'Electronic classroom': Experiences in the Netherlands". *Epistolodidaktika: The European journal of distance education*, No. 1, (1992), pp. 50-55.

Summary of the evaluation of the pilot project Dirksen Tele-Education (DTE).

786. van Druenen, P. "ECOM: Electronic communication in distance learning". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 31-39.

787. van Joolingen, W.R. and de Jong, T. "Modeling domain knowledge for intelligent simulation learning environments". *Computers and education*, vol. 18, Ns. 1-3, (1992), pp. 29-37.

Report on a research study carried out as part of a larger international research project within the European DELTA program.

788. van Schaik, P. and De Diana, I. "Courseware engineering outlined: An overview of some research issues". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 191-211.

789. Volman, C. and De Diana, I. "Course evaluation and decision support based upon courseware use". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 255-265.

"In this article the design, the development and the test of a prototypical decision support system is described. The system is referred to as 'DSS' (Decision Support System) and has been designed to support both the quantitative and qualitative assessment and improvement of tutorial courseware products."

790. Vos, H.J. "Applications of general systems theory to the development of an adjustable tutorial software machine". *Computers and education*, vol. 22, No. 3, (1994), pp. 265-276.

791. Zhu, Z. and De Diana, I. "Flexible authorizing systems". *Educational and training technology international*, vol. 30, No. 3, (1993), pp. 212-224.

"Starting from the perspective that significant contradictions exist between currently available authorizing tools and authorizing needs with respect to the effectiveness and quality of products, the paper poses the concept of flexible authorizing systems (FAS)."

See also 792, 795.

12 (a) Libraries

792. Costers, L. "The electronic library and its organizational management". *Libri*, vol. 44, No. 4, (1994), pp. 317-321.

"The paper discusses the emerging concept of the electronic library and proposes a layered service-approach towards users.

15 (a) Literacy; adult basic education

793. Hammink, K. "Adult literacy work in the Netherlands: Development and perspectives", pp. 59-77 in *Internationales Jahrbuch der Erwachsenenbildung 1991/92*, edited by J.H. Knoll. Köln: Böhlau, 1992.

Account of the development of literacy work since the late 1970s and of its current situation.

15 (c) Post-secondary education; higher education

See 771, 772, 773, 783.

16 (a) Vocational and technical education; apprenticeship

794. Baunon, M.; Birch, A.; Le Marois, H. et al. *Support policies for business start-ups and the role of training – national reports from Ireland, Denmark and the Netherlands – synthesis report.* Berlin: CEDEFOP, 1992. 179 p.

795. Bender, K.J. and Bronkhorst, D. " 'Working on Work': Orientation on work and the labour market in the Netherlands", pp. 29-38 in *Vocational education at a distance*, edited by G. Rumble and J. Oliviera. London: Kogan Page, 1992.

Brief description of the "Working on Work" designed to provide to participants a broad orientation towards the labour market, to direct them toward training and job opportunities, and to make them aware of what it is like to have a profession or a job.

796. Bosker, J.; van den Tilaart, H.; Warmerdam, J. *Training in the motor vehicle repair and sales sector in the Netherlands.* Berlin: CEDEFOP, 1994. 111 p.

797. Cotton, P.; Lyons, B.; Dunne, J.A. et al. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: In Belgium, in Ireland, in the Netherlands, in Portugal.* Berlin: CEDEFOP, 1992. 260 p.

798. European Centre for the Development of Vocational Training. *Training in the retail trade in the Netherlands.* Berlin: CEDEFOP, 1994. 90 p.

799. Organisation for Economic Co-operation and Development. *The labour market in the Netherlands.* Paris: OECD, 1993. 120 p.

"Comprehensive analysis of the historical issues, current structure, policies and practice affecting the Dutch labour market. All aspects of the labour market are addressed, such as brokering, training, wage costs, unemployment benefits, sickness and disability, networking and contracts."

800. Organisation for Economic Co-operation and Development. *Vocational training in the Netherlands.* Paris: EOCD, 1994. 215 p.

"Following a general overview of...policy reforms and innovations, this publication focuses on developments in four areas of economic activity which have affected the needs and demands for knowledge and skills."

801. Römkens, L. and Visser, K. *Vocational education and training in the Netherlands.* Berlin: CEDEFOP, 1994. 92 p.

802. van Resandt, A.W. *Determining the need for vocational counseling among different target groups of young people under 28 years of age in the European Community: Vocational guidance needs of homeless young people in the Netherlands – young drifters.* Berlin: CEDEFOP, 1994. 48 p.

803. Visser, K. *Systems and procedures of certification of qualifications in the Netherlands.* Berlin: CEDEFOP, 1994. 53 p.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

16 (b) Training in business, industry and government

804. Onstenk, J. "Skills needed in the work place", pp. 137-156 in *Learning across the lifespan,* edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"This chapter deals with skills needed in the modern work place. It is concluded that learning skills, practical; competence, situational skills and transferable skills are becoming more important. Some of the implications for employees, especially 'rank and file' and low educated production workers, are described."

805. van Onna, B. "Informal learning on the job", pp. 125-136 in *Learning across the lifespan,* edited by A.C. Tuijnman and M. van der Kamp. Oxford: Pergamon, 1992.

"This chapter is concerned with informal learning in the workplace. The focus is on questions such as: why should learning on the job be considered as an essential part of a future-oriented policy for skill formation in work organizations, and what are the means by which this can be encouraged?"

See also 761, 798.

16 (c) Professional continuing education; in-service training

806. Jansen, J.E.M.B. *Recent developments in continuing professional education. Country study: Netherlands.* Paris: OECD, 1993. 50 p.

16 (d) Retraining; upgrading

807. Nijboer, D. and Wevers, C.J. "Vocational rehabilitation of young adults with a disability of one arm or hand". *International journal of rehabilitation research*, vol. 16, No. 1, (1993), pp. 45-47.

"The following is a summary of a study of the vocational rehabilitation of young adults with a disability of one hand or arm. It demonstrates the importance of labour research in vocational rehabilitation."

See also 799, 805.

18 (a) Education of women

808. Schedler, P.A. "Autonomy: Solution, transition or possibility? Women's emancipation and education". *Studies in the education of adults*, vol. 25, No. 1, (1993), pp. 31-41.

Report of a research study of the role of education for two women's groups: the Women's Group in the Liberal Party and the Women's Group in Leiden University.

19 (a) Workers' education; union education; paid educational leave

See 768, 772.

20 (a) General education; humanities; liberal arts

See 768.

20 (b) Languages

809. Krol, T.F. and van Alebeek, F.M.T. "For growth in understanding: Theory meets practice in adult language education", pp. 49-56 in *The relationship between the universities and the adult education movement*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Overview of research, development and evaluation project of the PVE group of the University of Amsterdam.

20 (c) Science education; environmental education

See 773.

20 (d) Civic education; political training

See 749.

20 (m) Immigrant, ethnic minority, multicultural education

See 760.

NORWAY

2 (a) General overviews; collections of writings; yearbooks

810. Goodertham, P.N. and Nordhaug, O. "Norway", section 100, pp. 100.10.10-100.40.60. in *Europahandbuch Weiterbildung/European manual of continuing education*, edited by A. Kaiser, J.E. Feuchthofen and R. Güttler. Neuwied, Germany: Luchterhand Verlag, 1994.

Comprehensive overview of adult education in Norway.

811. Nordhaug, O. "Norway", pp. 305-316 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of current situation and trends of adult education in Norway.

2 (b) History of adult education

See 810, 812, 843.

2 (c) Comparative studies

See 834.

2 (d) Biographies

812. Parke, K. "Christopher Bruun: Norwegian pioneer", *Option: Journal of the Folk Education Association of America*, vol. 17, No. 1, (1993), pp. 20-21.

Outline sketch of the historical influence of Bruun on Norwegian folk high schools.

3 (a) State and adult education; legislation

See 810, 821, 822, 828, 844.

3 (b) Financing of adult education

See 810, 821, 822, 828, 844.

4 (a) International organizations; international cooperation

See 834.

4 (c) Regional adult education systems and organizations

See 821.

4 (d) Local level adult education institutions and organizations

See 810, 821, 822.

5 (a) Adult educators; staffing; training

813. Eidet, R.E. "Management training for chief librarians – does it produce results?". *Scandinavian public library quarterly*, vol. 25, No. 2, (1992), pp. 8-12.

Account of a training project in management and organizational development, set up in 1989/90.

See also 827.

6 (a) Theory of adult education

814. Bjørnåvold, J. "The governing of knowledge: The case of work-related adult education and training", pp. 142-153 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"The focus of the article is the governing of work-related adult education. Several factors indicate that work-related adult education will play a major role in future politics."

815. Gooderham, P.N. "A conceptual framework of sociological perspectives on the pursuit by adults of access to higher education". *International journal of lifelong education*, vol. 12, No. 1, (1993), pp. 27-39.

"The purpose of this paper is to improve our understanding of the preparedness of adults, or lack of it, to pursue access to higher education through participation in the examination-based higher secondary education (HSE) for adults."

816. Stølen, G. "Adult education – new educational opportunities?", pp. 163-171 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article will focus on the experience of education in youth and adulthood for a group of people in northern Norway. What is it that happens when a student returns to the same school twenty years later and finds the education meaningful?"

See also 810, 819, 831.

6 (b) Research in adult education

817. Dahl, T. "What role do age and context play in self-regulated learning?", pp. 154-164 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Proposal "to adopt self-regulated learning as a more unified concept that can be used to further research on how adults influence and otherwise regulate their own learning" and account of a research project "where the differential effects of age and context are being studied in order to determine if there are any meaningful differences between adults and younger peers."

818. Dahl, T. "Working together: Motivation, goals and volition", pp. 132-145 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

Report on "two studies...in which students in school environments that were more performance oriented (high schools) were compared with students in school environments that were more mastery oriented (folk high schools)."

819. Gooderham, P. "Evolving a framework for the study of dropout", *International journal of lifelong education*, vol. 13, No. 6, (1994), pp. 441-455.

Overview of existing theories of the cause of dropout, proposal of a comprehensive framework for the study of this phenomena, and

report of testing this framework on the basis of data gathered in a Norwegian study of dropouts in secondary adult education.

820. Madsen, B-E. "As teachers see it – why there are drop-outs from continuing education programmes for adults. What teachers know", pp. 190-208 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"The figures presented here come from a pilot study in connection with the project 'Barriers Against Completing Basic Qualifying Adult Education'. The objective of this study was to examine what teachers believe are the reasons for people dropping out from continuing education for adults and how teachers assess these reasons."

821. Madsen, B-E. "Survey of participation in the municipal and county municipal adult education in Norway during the school year 1990-1991", pp. 165-177 in *Social change and adult education research 1990/91*, edited by . Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Report on a survey which had as its object "to procure country-wide up-to-date and reliable statistics, which can show participation in adult education."

822. Moland, L.E. "The contribution of voluntary organizations to Norwegian adult education", pp. 178-187 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Examination of adult education in Norway with special emphasis on the role of voluntary organizations and the extent to which they and the government take into account the objectives of Norwegian legislation on adult education.

823. Norberg, P.F. "Development of mother tongue teachers' further education", pp. 188-196 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Presentation of data from a survey of mother-tongue teachers, discussion of professionalization of foreign mother-tongue school teachers, and account of development of in-service training courses, carried out in 1989 and 1990.

824. Sand, R. "Human capital: Who invests and why?", pp. 65-79 in *Social change and adult education research 1992/93*, edited by S.

Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

Abridged version of a paper which aimed at describing "the dispositions of various social groups to invest in job-related adult education...in their leisure time". It also attempts "to give a credible explanation for the eventual differences in dispositions to invest in such education among the various groups."

825. Stieng, G.H. "Skill, supervision, and gender: The local construction of skill among supervisors in community health care and municipal engineering", pp. 149-162 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This is a study of skills among supervisors in community health care and municipal engineering. The study is based on interviews with twelve supervisors: six engineering supervisors and six nursing supervisors in two different municipalities. The approach emphasizes skill as an outcome of local constructions and the need to study skill from an action perspective."

See also 810, 832, 833, 837, 839, 848, 849.

7 (a) Folk high schools; residential adult education

See 810, 812, 818.

9 (b) Voluntary associations; societies; clubs

See 810.

9 (c) Study circles; discussion groups

See 810.

10 (a) Correspondence study; distance education; open learning

826. Bååth, J. "Assignments in distance education – an overview". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 13-20.

827. Blakstad, I-L. and Holden, G. "An approach to professional development of teacher/tutors". *Epistolodidaktika: The European journal of distance education*, No. 2, (1994), pp. 42-50.

Account of the provision of professional development to some 300 part-time tutors at the NKI.

828. Bø, I. "Important developments in Norway in 1993". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 61-63.

829. Holtermann, K. "How to construct assignments". *Epistolodidaktika: The European journal of distance education*, No. 2, (1994), pp. 26-30.

830. Krane, A.G. "Assignments – a facilitator or an obstacle for study success". *Epistolodidaktika: The European journals of distance education*, No. 1, (1994), pp. 21-30.

831. Ljosa, E. "Understanding distance education", pp. 175-188 in *Theoretical principles of distance education*, edited by D. Keegan. London: Routledge, 1993.

Analysis of the complexity and various aspects of distance education.

832. Rekkedal, T. "Recent research on distance education in Norway". *Open learning*, vol. 8, No. 1, (1993), pp. 32-37.

Overview analysis of Norwegian research on distance education from early 70s to the 90s.

833. Rekkedal, T. "Research and development work to increase completion rates in distance education". *Epistolodidaktika: The European journal of distance education*, No. 1, (1993), pp. 41-58.

Account of research and development work and experimentation on drop-outs carried out as the NKI Foundation offering many educational opportunities, among these distance education.

834. Roll, R. "Promotion of distance education – public relations models, with particular reference to Norway". *Epistolodidaktika: The European journal of distance education*, No. 1, (1993), pp. 24-33.

"This paper will deal with models for the promotion of distance education in society...with particular reference to Norway....but also with reference to international trends and some recent international initiatives of co-operation among distance education providers."

See also 835, 837, 838, 839, 851.

11 (a) Educational radio and television; educational technology

835. Grepperud, G. "From information technology to thrilling sources of learning", pp. 242-253 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"Based on experiences from [growing interest in distance education in Norwegian higher education during recent years] the article shows how a fascination for technology has been a strong driving force in the awakening of interest...Further the article explains which strategies the Norwegian Executive Board for Distance Education at University and College Level (SOFF), has used as a basis for their work towards integrating technology and education."

836. Grepperud, G. and Stenersen, J. "Open learning, distance education and the challenge to Norwegian higher education". *Bulletin. International Council for Distance Education*, vol. 28., (January, 1992), pp. 55-58.

837. Holden, G. "Multipoint videoconferencing: Evaluation of videoconferencing as a support to correspondence education". *Epistolodidaktika. The European journal of distance education*, No. 1, (1994), pp. 72-83.

838. Ljosa, E. "Experience with the electronic classroom". *Epistolodidaktika. The European journal of distance education*, No. 1, (1992), pp. 44-49.

Brief account of a Pedagogic On-Line Seminar sponsored jointly by the University of Oslo and the NKS correspondence school.

839. Rekkedal, T. "Computer mediated communication in distance education", pp. 171-184 in *Distance education as two-way communication*, edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt Main: Peter Lang, 1992.

Report of research into computer mediated instruction carried out at the Norwegian Institute for Distance Education (NKI).

840. Soby, M. "Waiting for Electropolis", pp. 39-49 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"Three cases: the NKS Electronic College, Competence Networks in the Public Sector, and the Pedagogical Online Seminar, illustrate various practical implementations of computer conferencing and collaborative learning in Norway.

841. Syvertsen, T. "Serving the public: Public television in Norway in a new media age". *Media, culture and society*, vol. 14, No. 2, (1992), pp. 229-244.

See also 851.

12 (a) Libraries

842. Bringedal, T. "The Norwegian public libraries' path towards Internet". *Scandinavian public library quarterly*, vol. 27, No. 4, (1994), pp. 7-11.

843. Granheim, E. "Changes in public libraries in Norway". *Scandinavian public library quarterly*, vol. 27, No. 3, (1994), pp. 9-13.

Overview of developments over the last 20 years.

844. Langeland, A. "Norway". *Scandinavian public library quarterly*, vol. 27, No. 1, (1994), pp. 22-26.

Outline of public library legislation.

845. Vestheim, G. "Information or enlightenment? A decisive choice for public libraries". *Scandinavian public library quarterly*, vol. 25, No. 4, (1992), pp. 11-17.

Thoughts on the role of public libraries within a broad social context.

846. Vikoren, G. "Literature and unemployed youth". *Scandinavian public library quarterly*, vol. 26, No. 4, (1993), pp. 15-18.

Account of a project attempting to attract young unemployed adults to the libraries and to introduce them to literature.

See also 813.

15 (a) Literacy; adult basic education

See 821.

15 (b) Secondary education

See 815, 821.

15 (c) Post-secondary education; higher education

847. Berg, L. and Kyvik, S. "Part-time studying at Norwegian universities". *Higher education*, vol. 24, No. 2, (1992), pp. 213-223.

"This article examines the extent of part-time studying among students in ordinary university courses..., the reasons for studying part-time, and its effects on study behavior, study progression, and academic achievement."

See also 815, 835, 836.

16 (a) Vocational and technical education; apprenticeship

See 814, 824.

16 (b) Training in business, industry and government

848. Gooderham, P. and Hines, K. "Trends in employer funded training as indicator of changes in employment: The case of Norway in the 1980s", pp. 46-64 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994 (also in *Adult education and the labour market*, edited by T.V. Klenovšek and H.O. Olesen, pp. 44-68. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994).

"The article examines trends in employer funded training during the 1980s in relation to the two major theses on employment, the neo-Marxist degrading thesis and the liberal upgrading thesis. We also propose a third thesis, the bipolarisation thesis."

849. Gullichsen, A.H. "Municipal skill planning", pp. 138-148 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This article presents a recent study on in-service training in Norwegian municipalities. The study consists of content analysis of plans for such training and interviews with the managers and representatives of the trade unions. The study also tries to shed light on if or how the employer utilizes in-service training in connection with organizational development efforts."

See also 814.

16 (c) Professional continuing education; in-service training

850. Holm, H.A.; Hoftvedt, B.O.; Lie, A.; Skoglund, E. "Continuing medical education: The Norwegian way". *Journal of continuing education in the health professions*, vol. 13, No. 1, (1993), pp. 77-83.

Account of current provision of medical professional continuing education.

851. Lorensen, M. and Schei, B. "Higher education via satellite". *International nursing review*, vol. 35, No. 5, (1992), pp. 153-156.

Account of the use of satellite technology for higher education and professional continuing education for nurses.

See also 813, 823.

POLAND

2 (a) General overviews; collections of writings; yearbooks

852. Adamski, W. "Educational challenges to Poland at the time of transition". *International review of education*, vol. 40, Ns. 3-5, (1994), pp. 313-317.

Overview of the situation of and challenges to education in the transition from communism to democracy and free market economy.

853. Bednarczyk, H. and Symela, K. (eds.). *Continuing education: International and regional perspectives*. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993. 48 p.

Collection of papers on the situation of adult education in Poland; individual papers are listed under appropriate subheadings further on.

854. Józefowicz, B. "Continuing education – needs and perspectives of Polish development", pp. 9-13 in *Continuing education: International and regional perspectives*, edited by H. Bednarczyk and K. Symela. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993.

855. Kaczor, S. "Current situation and future prospects of further education in Poland", pp. 27-29 in *Continuing education: International and regional perspectives*. Edited by H. Bednarczyk and K. Symela. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993.

856. Pszczolkowski, T. "Basic assumptions and dilemmas of the Polish education system". *Educational media international*, vol. 29, No. 4, (1992), pp. 229-234.

"This article considers the structure and the planned developments in the Polish educational system which are occurring as a result of [great changes that are taking place in Eastern Europe]"; some references to education of adults.

857. Turos, L. "Poland", pp. 89-96 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

858. Molik, W. "The elites of the Polish national movement in Prussian Poland in the late 19th and early 20th centuries". *Polish Western affairs*, vol. 34, No. 2, (1993), pp. 61-80.

Analysis of the impact of the intelligentsia on the formation of a national revival movement.

See also 859.

2 (c) Comparative studies

See 869, 871, 872.

2 (d) Biographies

859. Stelmaszuk, Z.W. "Helena Radlinska and the School of Adult Education and Social Work at the Free University of Poland", pp. 224-246 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Account of the impact of Radlinska, especially as a founder of and teacher at the School, and the organization of the School.

3 (a) State and adult education; legislation

860. Ratman-Liwerska, I. "Dilemma of democracy and adult education in Poland". *Convergence*, vol. 26, No. 3, (1993), pp. 13-19 (also in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994, pp. 17-23).

Brief overview of the difficulties of adult education and citizenship education in post-communist Poland.

See also 854.

3 (b) Financing of adult education

See 854.

4 (a) International organizations; international cooperation

861. Pladys, K. "Needs and possibilities of international cooperation in development of continuous education in Poland", pp. 17-23 in *Continuing education: International and regional perspectives*, edited by H. Bednarczyk and K. Symela. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993.

See also 869.

4 (c) Regional adult education systems and organizations

862. Bednarczyk, H. and Mazurkiewicz, A. "Continuing education problems in the region of Radom", pp. 43-48 in *Continuing education: International and regional perspectives*, edited by H. Bednarczyk and K. Symela. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993.

5 (a) Adult educators; staffing; training

See 859.

6 (a) Theory of adult education

863. Kaczor, S. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 129-131 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale of, scope, role and place of adult education.

864. Marcinkiewicz, K. "Adult education in the process of rebuilding the economy – implications, needs and priorities". *Adult education and development*, No. 40, (1993), pp. 213-220.

865. Polturzycki, J. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 209-212 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rational for, scope, role and place of adult education.

866. Symela, K. "Opening assumptions in the design of modular education in Poland", pp. 33-39 in *Continuing education: International and regional perspectives*, edited by H. Bednarczyk and K. Symela. Dewsbury, U.K.: Further Education Euro-Unit, Yorkshire and Humberside, YHAFHE, 1993.

867. Tymowski, J. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 272-273 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 859, 868, 870, 873.

6 (b) Research in adult education

868. Malewski, M. "Adult education research in Poland: The situation during a period of transformation in the political system". *International journal of university adult education*, vol. 31, No. 3, (1992), pp. 55-65.

Analysis of the situation, problems of and developments in adult education research in post-communist Poland.

See also 859.

9 (b) Voluntary associations; societies; clubs

See 873, 874.

10 (a) Correspondence study; distance education; open learning

869. Eklund, P.; van Enckevort, G.; Harry, K.; Rumble, G. "The development of distance higher education in the Czech and Slovak Federative Republic, Hungary and Poland,". *Open learning*, vol. 8, No. 2, (1993), pp. 18-26.

Paper "Based on a recent research report into the current provision of and potential for developing distance higher education in the three central European countries".

15 (a) Literacy; adult basic education

See 874.

15 (c) Post-secondary education; higher education

See 869.

15 (d) Education permanente; lifelong learning; recurrent education

870. Glaczewski, J. "Permanent education as a general programme". *Adult education and development*, No. 39, (1992), pp. 199-204.

Reflections on the need for and role of lifelong education in the post-communist Polish society.

16 (a) Vocational and technical education; apprenticeship

871. Adamski, W.; Baethge, M.; Grootings, P. et al. *Training in transition: Comparative analysis and proposals for the modernization of vocational education and training in Poland*. Berlin: CEDEFOP, 1993. 187 p.

"This report reviews one of the problems of Polish reforms, the solution of which should be the result of long term activity programs based on an overall analysis of the present situation and on analysis of possible alternatives for the future."

872. Grootings, P. "Modernisation of vocational education and training in Poland". *European journal of education*, vol. 26, No. 1, (1991), pp. 29-40.

"A detailed picture of current Polish VET provision and a comprehensive analysis of the enormous problems faced in its reform and restructuring."

16 (e) Agricultural extension; rural adult education

See 873.

18 (a) Education of women

873. Ratman-Liwerska, I. *Adult education in voluntary associations*. Linköping: Centre for Adult Educators, Linköping University, 1994. 208 p.

Analysis of dissemination of knowledge in voluntary associations, based on research into rural women's organizations in the 1980s.

874. Ratman-Liwerska, I. "Women's development in Poland: Factors of growth and regress". *Convergence*, vol. 27, Ns. 2-3, (1994), pp. 184-195.

Analysis of the situation and development of women in the post-communist transformation process in Poland.

20 (d) Civic education; political training

875. Morawski, W. "Three dilemmas of citizenship-building". *Polish sociological review*, No. 1, (1994), pp. 23-34.

Analysis of the need for and processes of citizenship building in the 1980s and 1990s.

See also 858, 860.

PORTUGAL

2 (a) General overviews; collections of writings; yearbooks

876. Cardoso-Pereira, L. "Adult education in Portugal", pp. 77-83 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Subtitle: A brief outline of adult education: Structures, projects and activities.

877. Lima, L.C. "Portugal", pp. 178-189 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (c) Comparative studies

See 881, 882.

3 (a) State and adult education; legislation

See 885.

4 (c) Regional adult education systems and organizations

See 883.

4 (d) Local level adult education institutions and organizations

See 878, 879, 880.

6 (b) Research in adult education

See 883.

10 (a) Correspondence study; distance education; open learning

See 886.

11 (a) Educational radio and television; educational technology

See 886.

14 (a) Community development

878. Abreu, M.D.G. and Margalha, J.M. "Literacy education and cultural development in Reguengos de Monsaraz", pp. 99-109 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of community development in a rural region in the Portuguese interior.

879. Dias, M. "Literacy and community development in a lower class neighbourhood", pp. 165-197 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

"The community development program described in this report reveals the strategies of social intervention generated in the course of literacy campaigns and socio-cultural movements."

880. Oliviera, O.; Nova, S.; Coelho, G. "Community development project among the gypsies of São Gregorio", pp. 119-164 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1992.

Report of the genesis, development and difficulties encountered in the literacy and community development project in northern Portugal.

15 (a) Literacy; adult basic education

See 878, 879, 880.

16 (a) Vocational and technical education; apprenticeship

881. Cotton, P.; Lyons, B.; Dunne, J.A. et al. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: In Belgium, in Ireland, in the Netherlands, in Portugal.* Berlin: CEDEFOP, 1992. 160 p.

882. Cruz, E.; Potiriadis, M.; Le Marois, H. et al. *Support policies for business start-ups and the role of training – national reports from Portugal, Belgium and Greece – synthesis report.* Berlin: CEDEFOP, 1992. 208 p.

883. European Centre for the Development of Vocational Training. *Evaluation of vocational training in a territorial context: Vocational training and development in the region of Alcobaça and Caldas da Rainha.* Berlin: CEDEFOP, 1992. 51 p.

Study of the regional context and description of the education/training system, and of functioning of the training system.

884. European Centre for the Development of Vocational Training. *Training in the retail trade in Portugal: Report of the FORCE Programme.* Berlin: CEDEFOP, 1994. 75 p.

885. Grilo, E.M. *System and procedures of certification of qualifications in Portugal* (2nd edn.). Berlin: CEDEFOP, 1994.

Outline of "the characteristics of the general and vocational training systems" and description of "all aspects of how qualifications are certified".

16 (b) Training in business, industry and government

See 884.

16 (c) Professional continuing education; in-service training

886. Santos, M.M.N. "Distance education in-service teacher training". *Educational media international*, vol. 30, No. 2, (1993), pp. 55-57.

"Distance education applied to in-service teacher training is quite a recent experience in Portugal, having started in 1990...This paper describes the first year's experience in this training programme based on written materials, radio and TV programmes."

16 (e) Agricultural extension; rural adult education

See 878.

20 (m) Immigrant, ethnic minority, multicultural education

See 880.

ROMANIA

2 (a) General overviews; collections of writings; yearbooks

887. Păun, E. "Adult education: New requirements", pp. 85-90 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Outline of the need for adult education in the changing political, socio-economical, cultural and educational situation in Romania.

888. Păun, E. "Romania", pp. 97-107 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

3 (a) State and adult education; legislation

See 890.

3 (b) Financing of adult education

See 890.

15 (a) Literacy; adult basic education

889. Anghel, F. "Functional literacy in Romania – between myth and reality", pp. 177-195 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

"The text that follows is intended as an essay on the contradictory history of literacy training in Romania (during the period preceding and the period following 1989) and some of the objectives, problems and desired results of literacy training projects for development in rural areas."

15 (c) Post-secondary education; higher education

890. Mihăilescu, I.; Vlăsceanu, L.; Zamfir, C. *Higher education reform in Romania: A study*. Bucharest: European Centre for Higher Education (CEPES), 1994. 143 p.

Contains some references to part-time and extra-mural study.

16 (a) Vocational and technical education; apprenticeship

891. Radulian, V. "Short and long-term problems in vocational education and training in Romania", pp. 44-73 in *Toward cooperation among researchers of vocational education and training in Europe*. Berlin: CEDEFOP, 1992.

Analysis of the current situation and future prospects and needs of vocational training, including references to continuing education.

16 (e) Agricultural extension; rural adult education

See 889.

RUSSIA (1)

(Pre-1917)

1 (a) Bibliographies; directories; dictionaries

892. Brickman, W.A. and Zepper, J.T. *Russian and Soviet education 1731-1989: A multilingual annotated bibliography*. New York: Garland Pub. Co., 1992. 538 p.

This annotated bibliography includes a number of items on adult education indexed under several key words; it also contains a brief historical sketch of Imperial Russian and Soviet education.

2 (d) Biographies

893. Yegorov, S.F. "Leo Tolstoy". *Prospects*, vol. 24, Ns. 3-4, (1994), pp. 647-660.

Biographical sketch of Tolstoy's life, with emphasis on his educational ideas and their impact.

5 (a) Adult educators; staffing; training

894. Stuart, M. "The evolution of librarianship in Russia: The librarians of the Imperial Public Library, 1808-1868". *The library quarterly*, vol. 64, No. 1, (1994), pp. 1-29.

Account of the evolution of the librarian profession.

11 (b) Press; publishing

895. McNair, J. "The 'Reading Library' and the reading public: The decline and fall of *Biblioteka dlia chteniia*". *Slavonic and East European review*, vol. 70, No. 2, (1992), pp. 213-227.

Historical analysis of the fortunes of the popular education journal *Biblioteka dlia chteniia* in the 1840s.

12 (a) Libraries

See 894.

16 (e) Agricultural extension; rural adult education

896. Frank, S.P. " 'Simple folk, savage customs?' Youth sociability, and the dynamics of culture in rural Russia, 1856-1914". *Journal of social history*, vol. 25, (Summer, 1992), pp. 711-736.

Historical analysis of post-emancipation peasant society and its village sociability and festivity.

18 (a) Education of women

897. Lindenmeyer, A. "Public life, private virtues: Women in Russian charity, 1762-1914". *SIGNS: Journal of women in culture and society*, vol. 18, No. 3, (1993), pp. 562-591.

Historical analysis of the contribution to social, cultural and educational development in Russia through charitable work.

19 (a) Workers' education; union education; paid educational leave

See 898, 899.

20 (a) General education; humanities; liberal arts

See 895.

20 (d) Civic education; political training

898. Pearl, D.L. "Tsar and religion in Russian revolutionary propaganda". *Russian history*, vol. 20, Ns. 1-4, (1993), pp. 81-107.

Historical account of educational and propaganda work among the workers.

899. Rogachevskii, A.B. "Social Democratic Party schools on Capri and in Bologna in the correspondence between A.A. Bogdanov and A.V. Amfiteatrov". *Slavonic and East European review*, vol. 72, No. 4, (1994), pp. 664-679.

Account, gleaned from the correspondence, of the first two higher social democratic propagandistic-agitational schools for Russian workers.

See also 900.

20 (h) Physical education; sports; recreation

900. Windhausen, J.D. "National identity and the emergence of the sports movement in late Imperial Russia". *History of European ideas*, vol. 16. Ns. 4-6, (1993), pp. 871-876.

Analysis of the importance of the sports movement for, and its impact on, building nationalism.

RUSSIA (2)

(USSR 1917-1990)

1 (a) Bibliographies; directories; dictionaries

901. Brickman, W.A. and Zepper, J.T. *Russian and Soviet education 1731-1989: A multilingual annotated bibliography*. New York: Garland Pub. Co., 1992. 538 p.

This annotated bibliography includes a number of items on adult education indexed under several key words; it also contains a brief historical sketch of Imperial Russian and Soviet education.

2 (b) History of adult education

902. Lunacharskaia, I. "Why did Commissar of Enlightenment A.V. Lunacharskii resign?". *Russian review*, vol. 51, No. 3, (1992), pp. 319-342.

Analysis of the cultural and educational situation in the 1920s as a context to Lunacharskii's resignation.

See also 903, 904, 905, 906, 907, 908, 909, 910, 911, 912.

2 (d) Biographies

903. Skatkin, M.S. and Tsov'janov, G.S. "Nadezhda Konstantinovna Krupskaya". *Prospects*, vol. 24, Ns. 1-2, (1994), pp. 49-60.

Biographical account of Krupskaya's life, ideas and impact on Soviet education, including education of adults.

See also 902.

3 (a) State and adult education; legislation

See 908.

9 (b) Voluntary associations; societies; clubs

See 905.

12 (a) Libraries

904. Stuart, M. "Creating a National Library for the worker' state: The Public Library in Petrograd and the Rumiantsev Library under Bolshevik rule". *Slavonic and East European review*, vol. 72, No. 2, (1994), pp. 233-258.

19 (a) Workers education; union education; paid educational leave

905. Hatch, J. "Hangouts and hangovers: State, class and culture in Moscow's Workers' Club Movement, 1925-1928". *Russian review*, vol. 53, No. 1, (1994), pp. 97-117.

Account of the role, aim and activities of the some 450 clubs in Moscow.

20 (c) Science education; environmental education

906. Weiner, D. "Three men in a boat: The All-Russian Society for the Protection of Nature (VOOP) in the early 1960s". *Soviet and post-Soviet review*, vol. 20, Ns. 2-3, (1993), pp. 195-212.

"This article is part of a larger study, entitled The Citizens' Movement that Refused to Die: Conservation and the Struggle for Civic Dignity in the Soviet Union from Stalin to Gorbachev, to be published by the Indiana University Press."

20 (d) Civic education; political training

907. Edwards, D.W. "Religious aspects of propaganda in 1918". *Canadian-American Slavic studies* ,vol. 26, Ns. 1-3, (1992), pp. 29-62.

Historical analysis of the Bolshevik Communist anti-religious indoctrination.

908. Fitzpatrick, S. *The cultural front: Power and culture in revolutionary Russia*. Ithaca: Cornell University Press, 1992. 264 p.

Collection of ten essays dealing with the political struggle over cultural values and institutional control in the period from the October revolution to the Stalinist 1930s.

909. Lazarski, Ch. "White propaganda efforts in the South during the Russian Civil War, 1918-19 (the Alekseev-Denikin Period)". *Slavonic and East European review*, vol. 70, No. 4, (1992), pp. 688-707.

Broad analysis of propaganda and indoctrination of the population in Southern Russia during the civil war period.

910. Oliver, D. "Theatre without theatre: Proletkult at the gas factory". *Canadian Slavonic papers*, vol. 36, Ns. 3-4, (1994), pp. 303-316.

Analysis of the use of theatre (a specific play) in propaganda.

911. Tirado, I.A. "The revolution, young peasants, and the *Komsomol's* antireligious campaigns (1920-1928)". *Canadian-American Slavic studies*, vol. 26, Ns. 1-3, (1992), pp. 97-117.

Historical analysis of the anti-religious indoctrination of the youth and young adults arm of the Communist Party.

912. von Geldern, J. *Bolshevik festivals, 1917-1920*. Berkeley: University of California Press, 1993. 316 p.

"This cross-disciplinary monograph explores the evolution, organization and structure of Soviet mass/civic festivals from 1917 to 1920, and constitutes...a contribution to the growing literature on bolshevik ideology and culture."

See also 905, 906.

RUSSIA (3)

(CIS since 1991)

2 (a) General overviews; collections of writings; yearbooks

913. Bim-Bad, B.M.; Sokolova, L.L.; Zmeynov, S.I. "Russia", pp. 108-115 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

914. Zmeynov, S.I. "Perspectives of adult education in Russia", pp. 35-42 in *Developments in the education of adults in Europe*, edited by P. Jarvis and F. Pöggeler. Frankfurt/Main: Peter Lang, 1994.

Overview of the current situation, problems and future potential of adult education.

2 (b) History of adult education

See 913.

4 (a) International organizations; international cooperation

915. Pätilä, A. "Trading with Russia in know-how". *Life and education in Finland (LEIF)*, No. 2, (1993), pp. 19-21.

Brief account of Finnish educational assistance to Russia in the 1990s.

See also 922.

5 (a) Adult educators; staffing; training

916. Ardyshev, A. and Vasilenko, T. "The educator in the factory: A sociological portrait". *Russian education and society*, vol. 35, No. 11, (1993), pp. 72-75.

Report based on a sample of more than 1,150 instructors in enterprises in all sectors of the economy.

6 (a) Theory of adult education

See 917, 918.

6 (b) Research in adult education

See 919.

8 (a) University extension; universities and adult education

See 924, 925.

8 (b) Night schools; evening institutes; adult education centres

917. Dakhtler, A.F. "What night school should be like". *Russian education and society*, vol. 34, No. 12, (1992), pp. 53-61.

Reflections of a teacher from Kazakhstan.

918. Darinskii, A.V. "What should be taught in night school, and how?". *Russian education and society*, vol. 34, No 12, (1992), pp. 62-72.

Subtitle: On the question of the content and organization of night school education.

12 (a) Libraries

919. Stelmach, V.D. "Reading in Russia: Findings of the Sociology of Reading and Librarianship Section of the Russian State Library". *International information and library review*, vol. 25, No. 4, (1993), pp. 273-279.

"The article discusses the new features of the Russian book scene at the beginning of 1992 – the development of a book market, formation of a new structure of reading public, decline of prestige of literature. The article also contains information on studies in sociology of reading that were carried out by the Russian State Library (former Lenin State Library of the U.S.S.R.) over three decades."

15 (c) Post-secondary education; higher education

920. Kitaev, I.V. "Russian education in transition: Transformation of labour market, attitudes of youth and changes in management of

higher and lifelong education". *Oxford review of education*, vol. 20, No. 1, (1994), pp. 111-130.

15 (d) Education permanente; lifelong learning; recurrent education

See 920.

16 (a) Vocational and technical education; apprenticeship

921. Griffin, A.; Bailey, B. et al. "Vocational education in Russia in the transition to a market economy". *Vocational aspect of education*, vol. 46, No. 2, (1994), pp. 181-193.

922. Novikov, A.M. "Vocational education in the region". *Russian education and society*, vol. 36, No. 11, (1994), pp. 43-54.

Outline of problems and prospects of vocational education in the Moscow region.

16 (b) Training in business, industry and government

923. Davydov, U.V.; Neverkovich, S.D.; Samoukina, N.V. "On the functions of reflection in the games training of executives". *Russian education and society*, vol. 36, No. 3, (1994), pp. 32-49.

See also 915, 916.

16 (c) Professional continuing education; in-service training

924. Bestem'ianova, O. and Starikov, I. "The pedagogical commodity on the market". *Russian education and society*, vol. 35, No. 1, (1993), pp. 18-24.

"It is possible to sell not only machine tools, equipment, and consumer goods, but also teaching and methodological materials and other education products" [in professional continuing education].

925. Shamova, T.I. "The training of school principals: Experience and prospects". *Russian education and society*, vol. 34, No. 8, (1992), pp. 30-42.

Account of professional development programs designed and offered by the Moscow V.I. Lenin State Pedagogical Institute.

See also 915.

16 (d) Retraining; upgrading

926. Makhmutov, M. "The market and workers' professionalism", *Russian education and society*, vol. 35, No. 2, (1993), pp. 5-14.

Account of the need for upgrading and retraining workers, and proposals of how to accomplish it.

927. Rozenberg, P. "A profession: The unemployed person's best chance". *Russian education and society*, vol. 35, No. 2, (1993), pp. 22-24.

Account of the growing problem of unemployment and proposals how to deal with it through upgrading and retraining.

SLOVAKIA

(Since 1993)

2 (b) History of adult education

See 932.

2 (c) Comparative studies

See 928.

3 (a) State and adult education; legislation

See 930.

3 (b) Financing of adult education

See 930.

4 (a) International organizations; international cooperation

See 928.

6 (a) Theory of adult education

See 932.

6 (b) Research in adult education

See 929.

10 (a) Correspondence study; distance education; open learning

928. Eklund, P.; van Enckevort, G.; Harry, K.; Rumble, G. "The development of distance higher education in the Czech and Slovak Federative Republic, Hungary and Poland". *Open learning*, vol. 8, No. 2, (1993), pp. 18-26.

Paper "based on a recent research report into the current provision of and potential for developing distance higher education in the three central European countries."

11 (a) Educational radio and television; educational technology

929. Návrat, P. and Rozinajová, V. "Making programming knowledge explicit". *Computers and education*, vol. 21, No. 4, (1993), pp. 281-299.

"The paper deals with the question of how to write programmes with having the relevant knowledge on programming available in explicit form."

See also 931.

12 (a) Libraries

930. Klinec, P. "Public responsibility for public library services concerning law, funding, staffing and networking". *Libri*, vol. 44, No. 2, (1994), pp. 111-122.

"The purpose of the paper is to give some insight into some basic and partly also controversial aspects of the topic."

15 (c) Post-secondary education; higher education

See 928.

16 (c) Professional continuing education; in-service training

931. Bohony, P.; Hašková, A.; Polák, J. "Didactic technology in teacher training in Slovakia". *Educational media international*, vol. 31, No. 3, (1994), pp. 183-187.

Account of the aims and role of the Institute of Didactic Technology at the College of Education in Nitra, including teacher in-service training.

20 (d) Civic education; political training

932. Kusy, M. "Human rights education, constitutionalism and their interrelations in Slovakia". *European journal of education*, vol. 29, No. 4, (1994), pp. 377-389.

SLOVENIA

(Since 1991)

2 (a) General overviews; collections of writings; yearbooks

933. Krajnc, A. "Europe – a major perspective of adult education in Slovenia", pp. 141-156 in *Internationales Jahrbuch der Erwachsenenbildung 1994*, edited by J.H. Knoll. Köln: Böhlau Verlag, 1994.

Account of the rapid development of adult education since Slovenia gained its independence in 1991, based on the political, social and economic changes and the desire for Slovenian integration into Europe.

2 (b) History of adult education

934. Jug, J. "Institutions and activities of adult education in Slovenia to the 1920s", pp. 209-223 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Examination of two periods (1750-1815 and 1918-1929) which "were both characterized by a significant expansion of adult education".

3 (a) State and adult education; legislation

See 939.

6 (a) Theory of adult education

935. Ivančič, A. "Education and training of work force and mobility in the Slovenian labour market", pp. 109-122 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

"The paper introduces the proposal of theoretical and methodological framework in studying the impact of participation of work force in further and lifelong education and training on mobility processes in the labour market."

936. Krajnc, A. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 149-153 in *Rethinking adult education for development,* edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

6 (b) Research in adult education

937. Mohorčič Špolar, V.A. "The needs for adult education in Slovenia", pp. 184-190 in *Adult education and the labour market,* edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

"This contribution is a partial presentation of the Centre's research work. The work on the theme The Needs for Adult Education in Slovenia...was organized in three, three years, subprojects: (1) The System and Organization of Adult Education, (2) The needs for Adult Education, and (3) Programmes, Forms, Methods of Adult Education."

See also 935.

8 (a) University extension; universities and adult education

938. Krajnc, A. "The dynamics of the relationship between the adult education movement and universities in Slovenia", pp. 29-33 in *The relationship between the universities and the adult education movement,* edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Brief overview of the situation, needs and cooperation since Slovenia gained independence.

9 (b) Voluntary associations; societies; clubs

See 934, 938.

16 (a) Vocational and technical education; apprenticeship

939. Klenovšek, T.V. "Labour market policy and adult education in Slovenia", pp. 27-38 in *Adult education and the labour market,*

edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Analysis of the changes in and development of labour market policy since Slovenia gained independence in 1991.

See also 935.

20 (d) Civic education; political training

See 934.

227

SPAIN

2 (a) General overviews; collections of writings; yearbooks

940. Flecha, R. "Spain", pp. 190-203 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

See 941, 942, 946.

2 (c) Comparative studies

941. Seitter, W. "Adult education and associational life in Frankfurt am Main and Barcelona: A structural comparison", pp. 37-51 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Comparative examination of the degree of literacy and schooling as "a decisive factor in the institutional success or failure of academic adult education".

2 (d) Biographies

942. Carrillo, A.G. "Gaspar Melchor de Jovellanâs". *Prospects*, vol. 23, Ns. 3-4, (1993), pp. 741-756.

3 (a) State and adult education; legislation

See 959, 962, 967.

3 (b) Financing of adult education

See 967.

4 (a) International organizations; international cooperation

See 955.

4 (d) Local level adult education institutions and organizations

943. Fernández, E. " "Preescolar na Casa': Teaching parents to teach children", pp. 51-63 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of a 'Preschool at Home' educational program in rural Galicia, "aimed at teaching parents to teach children by getting them directly involved in the education of their own children".

See also 947, 954, 956, 957, 967.

6 (a) Theory of adult education

See 942, 949, 950.

7 (a) Folk high schools; residential adult education

See 958.

8 (a) University extension; universities and adult education

944. Diarte Cuevas, M.A. "The conflicting requirements of teaching, research and management in universities". *Higher education in Europe*, vol. 18, No. 1, (1993), pp. 43-47.

Includes brief consideration on the place and role of university extension.

945. Formariz, A. "The university and adult education associations", pp. 23-27 in *The relationship between the universities and the adult education movement*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Brief overview of the relationship in Spain, based mainly on experience in Catalonia.

See also 941.

8 (c) Volkshochschulen; people's and workers' universities

946. Lopez, V.A. "Popular universities in Spain". *International journal of university adult education,* vol. 31. No. 2, (1992), pp. 1-7.

Account of historical roots and development of the people's universities since the 1970s.

9 (b) Voluntary associations; societies; clubs

947. Gonzáles, Q.C. "Twelve years of sociocultural action in the Las Villas area", pp. 35-50 in *Alpha 94: Literacy and cultural development strategies in rural areas,* edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of the aims and work of the voluntary Rural Continuing Education Centre (CREPA).

See also 941, 945, 967.

10 (a) Correspondence study; distance education; open learning

948. Blay, T. "How to reactivate drop-outs". *Epistolodidaktika: The European journal of distance education,* No. 1, (1994), pp. 40-48.

949. Escotet, M.A. "Information and formation: The change of paradigm in university distance learning", pp. 88-101 in *Distance education as two-way communication,* edited by G.E. Ortner, K. Graff and H. Wilmersdoerfer. Frankfurt/Main: Peter Lang, 1992.

Analysis of the forces generated in the social environment "to pace the way for distance education".

See also 965.

11 (a) Educational radio and television; educational technology

950. Fernandez-Valmayor, A. and Fernandez Chamizo, C. "Educational and research utilization of a dynamic knowledge base". *Computers and education,* vol. 18, Ns. 1-3, (1992), pp. 51-61.

"The system described in this paper can be regarded as a testbed to study issues in generalizing and understanding complex episodes, such as those that a student, or an expert, confronts when reading and solving problems."

951. Strubell i Trueta, M. and Hall, J. "Problems and prospects of small linguistic societies – Catalonia". *Educational média international*, vol. 29, No. 1, (1992), pp. 26-37.

"This paper presents Catalan as a substantial culture and looks at the present social situation of the Catalan language. It then discusses the use of Catalan in the news media and information technology, and goes on to look at the problems facing Catalan and its prospects for the future."

952. Tuñi, L. "Experiences of Serveis de Cultura Popular in the filed of co-production and exchange". *Educational media international*, vol. 29, No 2, (1992), pp. 87-90.

Experiences of the non-profit foundation with a number of different co-operation and exchange formulas.

953. Vergés, M. "Developments in information technology and media, and the maintenance of language and culture in small linguistic societies". *Educational media international*, vol. 29, No. 1, (1992), pp. 64-72.

"This paper presents different examples derived from two environments: the Catalan community and the Occitan/Aremes community, and it also discusses the general trends of the technology and of the developments of computer software that will potentially influence the cultural linguistic situation in small linguistic communities."

See also 964, 966.

14 (a) Community development

954. Chacón, A. and Polo, Á. "From literacy activities to entrepreneurship in Siete Pilas", pp. 87097 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of the evolving approach to rural community development in the Sierra de Ronda region in Andalusia.

955. Council for Cultural Co-operation, Council of Europe. *Adult education and social change*. Strasbourg: Council of Europe, 1992. 38 p.

Papers presented at a seminar on network of adult education and community development schemes in Spain.

956. Sánches, H.H. "New cultural development options", pp. 79-86 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of the aims and work of a socio-cultural development centre in a small town in the Salamanca province, established and operated by a private foundation.

See also 947, 957.

15 (a) Literacy; adult basic education

957. Carrasco, J.G. "A cultural empowerment process in rural areas", pp. 65-78 in *Alpha 94: Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Account of a literacy project which ran 1988-90 ion a small village in the Salamanca province.

958. Corzo, J.L. and Lancho, J. "Adult education: Literacy for the masses", pp. 373-392 in *Alpha 92: Current research in literacy*, edited by J-P. Hautecoeur. Hamburg: Unesco Institute for Education, 1991.

959. Mendez, A.M. "Literacy programmes for adult women: A new approach", *International review of education*, vol. 40, No. 1, (1994), pp. 71-74.

Account of the five-year (1990-95) Ongoing Education Plan for adult women sponsored by the Ministry of Social Affairs in conjunction with the Ministry of Education and Science and the Ministry of Labour and Social Security.

See also 947, 954.

15 (c) Post-secondary education; higher education

See 949.

16 (a) Vocational and technical education; apprenticeship

960. Esplugues, J.L.; Méndez-Vigo, M.; Prz., C. *Training in the motor vehicle repair and sales sector in Spain*. Berlin: CEDEFOP, 1994. 81 p.

961. European Centre for the Development of Vocational Training. *Training in the retail trade in Spain: Report of the FORCE Programme.* Berlin: CEDEFOP, 1994. 99 p.

962. Quero, M.L. et al. *Systems and procedures of certification of qualifications in Spain.* Berlin: CEDEFOP, 1994. 60 p.

963. Zanni-Teliopoulou, K.; Stathakopoulou, P.; Company, F.J.; Echeverria, B.; Rozera, M. *Occupational and qualification structures in the field of educational and vocational guidance for young people and adults: Greece, Spain, Italy.* Berlin: CEDEFOP, 1992. 232 p.

16 (b) Training in business, industry and government

See 962.

16 (c) Professional continuing education; in-service training

964. Alcocer, J.G. "The telematic training of pedagogical resource staff as part of the introduction of information technologies into educational resource management". *Educational media international,* vol. 30, No. 3, (1993), pp. 179-183.

"This article describes the implementation of a training course in computerized educational resource management provided for staff of Catalonia's Pedagogical Resources Centres."

965. Averbuj, E. "Technology education along two lines: An in-service course for teachers". *Innovations in science and technology education,* vol. 4, (1992), pp. 97-115.

Report on designing and testing a modularized course for in-service training course for teachers in secondary schools.

966. Simón, C. "Telematic support for in-service teacher training", pp. 29-37 in *Collaborative learning through computer conferencing,* edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"This paper describes a pilot experiment...involving the use of various telematic media (file transfer, a videotex electronic mail application, and computer conferencing) in support of in-service teacher training courses."

16 (e) Agricultural extension; rural adult education

967. Marcos, P. and Española, C. "Rural Spain", pp. 25-33 in *Alpha 94. Literacy and cultural development strategies in rural areas*, edited by J-P. Hautecoeur. Toronto: Culture Concepts, 1994.

Framework overview of the setting for rural development and educational-cultural work.

See also 943, 947, 954, 956, 957.

18 (a) Education of women

See 959.

20 (a) General education; humanities; liberal arts

See 968.

20 (c) Science education; environmental education

See 965.

20 (e) Family life education; parent education

See 943.

20 (n) Prison education; prisoner rehabilitation

968. Molero, C.; Garrido, V.; Esteban, C. "The humanities curriculum for Spanish inmates: A new look at offender rehabilitation". *Convergence*, vol. 26, No. 3, (1993), pp. 43-50.

Examination of the impact of teaching humanities on moral education in correctional institutions.

SWEDEN

2 (a) General overviews; collections of writings; yearbooks

969. Christie, M. "Adult education in Sweden: An Australian perspective". *Australian journal of adult and community education*, vol. 33, No. 3, (1993), pp. 172-179.

"This article presents an overview of Swedish adult education and makes some comparisons with the situation...in Australia."

970. Hjorth, S. *Coherence between compulsory education, initial and continuing training and adult education in Sweden*. Berlin: CEDEFOP, 1994.

"This paper describes the coherence between compulsory education and upper secondary education, which in Sweden includes both vocational and general education, in addition to adult education in different forms."

971. Ministry of Education and Science, Sweden. *The Swedish way towards a learning society*. Stockholm: The Ministry, 1992. 169 p.

972. Rubenson, K. "Sweden", pp. 317-335 in *Perspectives on adult education ,and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1922.

Overview of historical roots, current situation and trends of broadly defined adult education.

2 (b) History of adult education

973. Janzon, B. "A matter for the whole nation?". *Scandinavian journal of history*, vol. 19, No. 3, (1994), pp. 223-235.

Subtitle: The sports movement and public interest during the first half of the 20th century: An overview.

974. Nilsson, A. and Svärd, B. "Writing ability and agrarian change in early 19th century rural Scania". *Scandinavian journal of history*, vol. 19, No. 3, (1994), pp. 251-274.

"The first steps towards [an analysis of] the significance of the spread of new knowledge in the structural change of Swedish agriculture."

See also 976, 978, 1018.

2 (c) Comparative studies

975. Organisation for Economic Co-operation and Development. *Industry training in Australia, Sweden and the United States.* Paris: OECD, 1993. 103 p.

"This report...examines the interests of the various actors with stakes in industry training and the larger skill formation process; and analyses the relationship between industry training and the process of skill formation on the one hand, and more general strategies for economic competitiveness on the other, and considers how it might be improved."

See also 1010.

2 (d) Biographies

976. Hovenberg, H. "Oscar Olsson and the study circle". *Option: Journal of the Folk Education Association of America,* vol. 17, No. 1, (1993), pp. 25-27.

Sketch of Olsson's educational ideas and of his prime influence on the establishment and shape of the Swedish study circles.

977. Postlethwaite, T.N. "Torsten Husén". *Prospects,* vol. 23, Ns. 3-4, (1993), pp. 677-686.

978. Thorbjörnsson, H. "Otto Salomon". *Prospects,* vol. 24, Ns. 3-4, (1994), pp. 471-485.

Deals, among other, with Thorbjörnsson's pioneering work in further professional development of school teachers.

3 (a) State and adult education; legislation

979. Pettersson, A. and Marking, Ch. "Development of competence and skill in working life", pp. 82-87 in *Towards cooperation among researchers of vocational education and training in Europe.* Berlin: CEDEFOP, 1992.

Brief overview analysis of the theme.

980. Rubenson, K. "Adult education policy in Sweden, 1967-91", pp. 42-61 in *Adult learners, education and training,* edited by R. Edwards, R. Sieminski and D. Zeldin. London: Routledge, 1993.

"This chapter analyses the direction of government policy on adult education during the...period with regard to policy context, reform ideology and strategies, and, where possible, outcomes."

981. Rubenson, K. "Popular adult education and social mobilization: Reflections in connection with the Swedish Committee on Power", pp. 6-19 in *Social change and adult education research 1992/93*, edited by S. Tosse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"The theme of this article reflects the fundamental changes presently occurring in Europe...This has brought the changing relationship between state-community-social movement and the individuals to the forefront of both the political and the scholarly agenda. Much of the discussion is centered around the idea of civil society."

See also 970, 973, 1006, 1010, 1011, 1013.

3 (b) Financing of adult education

982. Reuterberg, S-E. and Svensson, A. "Financial aid and recruitment to higher education in Sweden: Changes between 1970 and 1990". *Studies in higher education*, vol. 19, No. 1, (1994), pp. 33-45.

See also 1013.

4 (c) Regional adult education systems and organizations

See 1004.

4 (d) Local level adult education institutions and organizations

See 995, 1009.

5 (a) Adult educators; staffing; training

See 995.

6 (a) Theory of adult education

983. Abrahamsson, K. "Concepts, organisation and current trends of lifelong education in Sweden". *International journal of university adult education*, vol. 32, No. 3, (1993), pp. 42-69.

Analysis of the recent major changes in Swedish adult education.

984. Hovenberg, H. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 120-123 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

985. Rubenson, K. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 225-227 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

See also 977, 978, 981, 992, 994, 1016.

6 (b) Research in adult education

986. Arvidson, L. and Rubenson, K. "Knowledge and democracy: The role of adult education in collective and individual accumulation of knowledge", pp. 198-213 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"The present article touches on...changes [which have recently occurred in popular movements and collective action] and their implications on the acquisition of knowledge."

987. Bergstedt, B. "Postmodern learning process – the composition of knowledge in New Social Movements", pp. 214-217 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Report on a research project examining "the interrelationship between knowledge and democracy and the role that adult education plays on the composition of knowledge for individuals as well as groups"; the article is focused on the part of the project which deals with the New Social Movements.

988. Bron-Wojciechowska, A. "Biographical methods in adult education research", pp. 186-196 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"In the first section...I present the method's concept and its roots coming from the Chicago school. In the second section I mention

the use of the biographical method in adult education research in Sweden and introduce my own research in which Life History approach was used [in a study of Polish immigrants to Sweden]."

989. Ellström, P-E. "Information technology and qualification requirements: A review of research on IT use in the service sector", pp. 197-208 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"The aim of this article is to explore the relations between the use of information technology (IT) and qualification requirements in the service sector."

990. Granlund, M.; Terneby, J.; Olsson, C. "Subject characteristics and communicative environment of profoundly retarded adults". *Scandinavian journal of educational research*, vol. 36, No. 4, (1992), pp. 323-338.

Report of a study "to investigate the interrelationship among subject characteristics such as cognitive ability and motor ability, ability to express communicative functions, and the communicative environment [of 70 profoundly retarded subjects]".

991. Hård, H.S. "Informal learning: A study of learning at Swedish folk high schools", pp. 209-219 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

"This study focuses on informal learning at Swedish folk high schools...The purpose of the study is to examine and describe the process of informal learning within an adult educational setting."

992. Holmstrand, L. and Härnesten, G. "The research circle – some educational perspectives", pp. 230-242 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

"The research circle can be described as a kind of study circle with the participation of researchers and where the focus is a problem pointed out by a trade union. In this paper, with the experiences from the Uppsala region as a background, some educational perspectives on the research circle are offered."

993. Hultman, G. "Domination or self-control? Images of participation, a review of research", pp. 156-172 in *Social change and adult education research 1992/93*, edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"The role of participation in working life is discussed in terms of two models of thoughts concerning change in organizations. A review of research on different types of participation...is reported."

994. Klasson, M. "Adult education research in Sweden", pp. 29-39 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Overview of recent research carried out in Sweden.

995. Larsson, S. "The essence of teaching adults – the views of 124 Swedish teachers in municipal adult education", pp. 243-251 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Report of a semi-structured interview study of 124 teachers in formal adult education.

996. Larsson, S. "Self-directed learning in a work context", pp. 205-212 in *Adult education and the labour market*, edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

"In this paper I will present an ongoing research project, preliminary called 'Self-directed Learning in a Work Context'. The focus in this study is white-collar workers conceptions of the kind of learning which are conceived important for work."

997. Mäntylä, T. "Remembering to remember: Adult age differences in prospective memory". *Journals of gerontology*, vol. 49, No. 6, (1994), pp. 276-282.

"Age-related differences in prospective memory were examined in a laboratory-based task in which younger and older adults performed different actions whenever a semantically defined target word occurred in the context of a free-association task."

998. Neely, A.S. and Bäckman, L. "Maintenance of gains following multifactorial and unifactorial memory training in late adulthood". *Educational gerontology*, vol. 19, No. 2, (1993), pp. 105-117.

"This study compared the effects of a multifactorial memory training program (encoding operations, attentional functions, and relaxation) with these of a unifactorial program (encoding operations) on memory performance in older adults."

See also 974, 999, 1015, 1020.

7 (a) Folk high schools; residential adult education

See 991.

9 (b) Voluntary associations; societies; clubs

999. Borgström, L. and Höghielm, R. "Adults' life and learning", pp. 218-229 in *Social change and adult education research 1990/91*, edited by J. Tuomisto. Linköping: Department of Education and Psychology, Linköping University, 1992.

Report of a project aimed at elucidating adults' knowledge projects and develop models to study what impact different forms of adult education have on the individual's life, the uses of existing provision of adult education and the meaning of participation, and how the individual projects are affected by different conditions in the social context.

See also 973, 986, 987, 1018.

9 (c) Study circles; discussion groups

See 976.

10 (a) Correspondence study; distance education; open learning

1000. Holmberg, B. "Developments in Swedish distance education". *Epistolodidaktika: The European journal of distance education*, No. 2, (1994), pp. 82-84.

1001. Jenner, H. and Svensson, I. "Upgrading the skills of personnel working with alcohol and drug abusers". *Open learning*, vol. 8, No. 2, (1993), pp. 56-58.

Account of distance education professional development course program.

1002. "SSVH, National Institute for Distance Education, Härnösand". *Epistolodidaktika: The European journal of distance education*, No. 1, (1994), pp. 111-114.

11 (a) Educational radio and television; educational technology

1003. Palme, J. "Computer conferencing functions and standards", pp. 225-245 in *Collaborative learning through computer conferencing*, edited by A.R. Kaye. Berlin: Springer Verlag, 1992.

"This paper makes a comprehensive inventory of functionalities often available in computer conferencing systems...The paper further discusses why standardization of computer conferencing is of value, and which different interfaces can be covered by such a standard...Finally, the design and user interface of one particular conference system, SuperKOM, is shown."

See also 1000, 1002.

12 (a) Libraries

1004. Erlandsson, Å. and Rydquist, L. "Pleasures of reading – a stimulating further education project". *Scandinavian public library quarterly*, vol. 27, No. 3, (1994), pp. 14-15.

Brief account of a successful project operated since 1992 by the Stockholm county library and the Swedish Academy's Nobel Library.

1005. Lundén, I. "Dealing with fear and courage – a personal view of *library* management". *Scandinavian public library quarterly*, vol. 27, No. 4, (1994), pp. 4-6.

1006. Thomas, B. "Sweden". *Scandinavian public library quarterly*, vol. 27, No. 1, (1994), pp. 27-34.

Outline of public library legislation.

1007. Thomas, B. "Towards cyberspace". *Scandinavian public library quarterly*, vol. 27, No. 4, (1994), pp. 17-19.

"It would be fair to state that Swedish public libraries operate on a comparatively high level. Even if budgets have been reduced during the last few years Swedish public libraries still offer good library service."

1008. Torstensson, M. "How should public library development be analyzed/explained/understood", pp. 220-233 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

1009. van Erk, I.O. "The library as the engine in local cultural work". *Scandinavian public library quarterly*, vol. 25, No. 3, (1992), pp. 11-12.

Brief account of the changes in library work for the elderly which were the result of reform of old age care, instituted by the government in 1988.

14 (a) Community development

See 974.

15 (a) Literacy; adult basic education

See 974, 995.

15 (b) Secondary education

See 995.

15 (c) Post-secondary education; higher education

1010. Bron-Wojciechowska, A. "Non-traditional students access into academy: Changes in higher education policy in Europe and Sweden". *Erwachsenenbildung in Osterreich*, vol. 45, No. 4, (1994), pp. 18-22.

In this article, I introduce and analyse some aspects of policy changes in higher education in Europe and also changes in higher education policy in Sweden, which influence issues of student access."

See also 982.

15 (d) Education permanente; lifelong learning; recurrent education

1011. Rubenson, K. "Recurrent education policy in Sweden: A moving target". *International review of education*, vol. 40, Ns. 3-5, (1994), pp. 245-256.

Analysis of the development of and changes in recurrent education policy from 1968, through the 1980s, and in the current political situation.

See also 971, 983.

16 (a) Vocational and technical education; apprenticeship

1012. Svenningsson, L. "The challenges to adult education and employment training". *Erwachsenenbildung in Osterreich*, vol. 44, No. 3, (1993), pp. 8-9.

Outline analysis of Swedish experience with labour market policy and training.

1013. Trehörning, P. *Measures to combat unemployment in Sweden: Labour market policy in the mid-1990s.* Stockholm: The Swedish Institute, 1993. 95 p.

Overview of the changing labour market policy, including pre-training, training on the job, and retraining and upgrading.

16 (b) Training in business, industry and government

1014. Kjellberg, Y. "Human resource development, learning and structural transition in working life", pp. 91-96 in *Adult education and the labour market,* edited by T.V. Klenovšek and H.S. Olesen. Ljubljana, Slovenia: Slovene Adult Education Centre, 1994.

"This presentation will discuss some preliminary findings and results from an ongoing research project at the Department of Education, University of Lund. The title of the project is Human Resource Development as a Strategy of Change – Competence Development in Ten Companies."

1015. Lundmark, A. and Söderström, M. "Economics of training and personnel development in organizations". *Scandinavian journal of educational research,* vol. 36, No. 1, (1992), pp. 61-83.

"The article reviews different approaches to the economics of training and personnel development. Educational and economic perspectives are combined to illustrate these issues...The article also summarizes an empirical survey carried out among some 450 Swedish training managers."

See also 975, 979, 1001, 1013, 1014, 1016.

16 (c) Professional continuing education; in-service training

See 978, 1001.

16 (d) Retraining; upgrading

1016. Thång, P-O. "Learning at the work-place: An industry in change", pp. 80-90 in *Social change and adult education research 1992/93,* edited by S. Tøsse et al. Trondheim: Norwegian Institute of Adult Education, 1994.

"This article discusses the learning possibilities for production industry operatives on the basis of findings from an ongoing research project [the LUNO (Learning and Education for Industrial Transition) project in the Gothenburg region with the aim of describing and analyzing the need of competence development among ancillary workers]."

See also 975, 979, 1012, 1013.

16 (e) Agricultural extension; rural adult education

See 974.

20 (d) Civic education; political training

1017. Arvidson, L. "Adult education and democracy", pp. 174-185 in *Social change and adult education research 1991/92*, edited by P. Gam et al. Copenhagen: Royal Danish School of Educational Studies, 1993.

Subtitle: The role of the Swedish social movements.

1018. Hurd, M. "Liberals, socialists, and sobriety: The rhetoric of citizenship in turn-of-the-century Sweden". *International labour and working class history*. No. 45, (1994), pp. 44-62.

"In this article, I will discuss the role of temperance in turn-of-the-century Swedish suffrage movements, with particular attention to its use by the Swedish Social Democratic Workers' Party."

See also 973, 981.

20 (g) Health education

See 1001.

20 (h) Physical education; sports; recreation

See 973.

20 (k) Art; drama; music education

1019. Karlsson, I. ""Svensk Musik – The Swedish Music Information Centre". *Scandinavian public library quarterly*, vol. 27, No. 4, (1994), pp. 25-27.

20 (l) Pre-retirement education; programs for retired

1020. Johansson, B.; Zarit, S.H.; Berg, S. "Changes in cognitive functioning of the oldest old". *Journals of gerontology*, vol. 47, No. 2, (1992), pp. 75-80.

Report of a study of longitudinal changes in cognitive functioning in a representative sample of the oldest old in Sweden.

See also 997, 998, 1009.

SWITZERLAND

2 (a) General overviews; collections of writings; yearbooks

1021. Finger, M. "Switzerland", pp. 170-177 in *Perspectives on adult education and training in Europe*, edited by F. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Outline overview of historical roots, current situation and trends of broadly defined adult education.

1022. Organisation for Economic Co-operation and Development. *Reviews of national policies for education: Switzerland* Paris: OECD, 1991. 213 p.

The first OECD review of educational policy in Switzerland; contains brief sections on vocational training and other forms of education of adults.

2 (b) History of adult education

See 1024.

5 (a) Adult educators; staffing; training

1023. Jung, F. "Initial training for adult education workers in Francophone Switzerland", pp. 39-42 in *The relationship between the universities and the adult education movement*, edited by European Association for the Education of Adults. Barcelona: The Association, 1993.

Brief account of the recently introduced training program at the University of Geneva.

8 (a) University extension; universities and adult education

1024. Schärer, M.E. "A Geneva experiment in university extension in the 1890s", pp. 176-190 in *Cultural and intercultural experiences in European adult education*, edited by S. Marriott and B.J. Hake. Leeds: University of Leeds, 1994.

Historical account of the experiment during 1892 and 1900.

See also 1023. 247

UKRAINE

(Since 1991)

8 (a) University extension; universities and adult education

1025. "The higher education system is undergoing major reforms". *Higher education in Europe*, vol. 17, No. 4, (1992), pp. 111-114.

General overview; contains references to continuing education.

16 (c) Post-secondary education; higher education

See 1025.

YUGOSLAVIA (1)

(Through 1990)

2 (a) General overviews; collections of writings; yearbooks

1026. Samolovčev, B. "Yugoslavia", pp. 116-129 in *Perspectives on adult education and training in Europe*, edited by P. Jarvis. Leicester: National Institute of Adult Continuing Education, 1992.

Overview of historical roots and situation of adult education in Yugoslavia up to the separation of Bosnia-Hercegovina, Croatia, Macedonia and Slovenia.

2 (b) History of adult education

1027. Lilly, C.S. "Problems of persuasion: Communist agitation and propaganda in post-war Yugoslavia, 1944-1948". *Slavic review*, vol. 53, No. 2, (1994), pp. 395-413.

Historical analysis of communist agitation and propaganda through mass organizations.

6 (a) Theory of adult education

1028. Samolovčev, B. "Response to a questionnaire study 'Outstanding Experts on Adult Education' ", pp. 230-232 in *Rethinking adult education for development*, edited by M. Svetina and Z. Jelenc. Ljubljana, Slovenia: Slovene Adult Education Centre, 1993.

Personal views on the rationale for, scope, role and place of adult education.

1029. Savićević, D.M. "Adult education and social change with special reference to the role of adult education in reducing unemployment", pp. 99-109 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Analysis of the problem "how to make adult education keep step with social change and become one of its fostering factors" and of the related "role of adult education in reducing unemployment in a community".

6 (b) Research in adult education

See 1032.

13 (a) Museums; art galleries; theatres

1030. Savić, J. and Vujić, D. "Museums in FR of Yugoslavia". *Yugoslav survey*, vol. 34, No. 4, (1993), pp. 111-120.

Overview of the situation of the public museums in 1993.

15 (a) Literacy; adult basic education

1031. Kulič, R. "Basic adult education and employment", pp. 129-134 in *Adult education and social change. Conference report*, edited by School and Out-of-School Education Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Examination of interdependence of functional adult literacy and employment, and of the essential role of vocational basic education in society.

16 (d) Retraining; upgrading

1032. Despotovič, M. "Adult education and long-term unemployment in Yugoslavia: A case study", pp. 111-128 in *Adult education and social change. Conference report*, edited by School and Out-of-School Section, Council of Europe. Strasbourg: Council of Europe, 1992.

Analysis of the growth of unemployment in post-Second World War Yugoslavia and of adult education response.

See also 1027.

YUGOSLAVIA (2)

(Serbia and Montenegro since 1991)

20 (d) Civic education; political training

See 1033.

20 (m) Immigrant, ethnic minority, multicultural education

1033. Samolovčev, B. "Multiculturalism and national disintegration: The case of Yugoslavia", pp. 206-215 in *Meeting of cultures and clash of cultures*, edited by K. Yaron and F Pöggeler. Jerusalem: Magness Press, Hebrew University, 1993.

Paper presented at the Fourth International Conference on the History of Adult Education, held in the Spring of 1992.

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4 (d) Local level adult education institutions and organizations
Europe: 4, 27, 92, 93, 94.
Bulgaria: 350.
Denmark: 378, 393.
France: 531.
Germany, Federal Republic of, through 1990: 565.
Germany, Federal Republic of, since 1991: 663.
Italy: 707, 722.
Norway: 810, 821, 822.
Portugal: 878, 879, 880.
Spain: 943, 947, 954, 956, 957, 967.
Sweden: 995, 1009.

5 (a) Adult educators, staffing, training
Europe: 54, 79, 247, 253.
Austria: 301.
Denmark: 379, 406, 424.
Estonia: 438.
Finland: 465.
France: 533.
Germany, Federal Republic of, through 1990: 566, 567.
Germany, Federal Republic of, since 1991: 604, 605, 606, 642.
Italy: 715, 716.
Norway: 813, 827.
Poland: 859.
Russia, pre-1917: 894.
Russia, CIS, since 1991: 916.
Sweden: 995.

Switzerland: 1023.

6 (a) Theory of adult education
Europe: 20, 25, 27, 35, 36, 50, 51, 54, 56, 60, 61, 81, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 132, 135, 137, 139, 140, 141, 146, 147, 149, 157, 159, 160, 161, 162, 166, 167, 168, 169, 180, 188, 190, 195, 196, 202, 212, 271.
Scandinavia: 290, 291, 292.
Austria: 298, 302, 303.
Belgium: 314, 315, 316, 317, 318, 319, 320, 321.
Croatia: 357, 358.
Czechoslovakia, through 1992: 361.
Denmark: 366, 369, 370, 374, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 392, 398, 399, 401, 402, 403, 411.
Estonia: 438, 439, 440.
Finland: 447, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 471, 488.
France: 511, 514, 516, 517.
German Democratic Republic, through 1990: 554.
Germany, pre-1945: 541.
Germany, Federal Republic of, through 1990: 557, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 579, 580, 581, 582.
Germany, Federal Republic of, since 1991: 585, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 623, 629, 631, 632, 637, 640, 661.
Greece: 672, 673.
Hungary: 686, 687, 688.
Iceland: 701.
Italy: 709, 711, 712, 713, 714, 715, 716.
Netherlands: 750, 751, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 771, 780, 784, 790, 791, 804, 809.
Norway: 810, 814, 815, 816, 819, 831.
Poland: 859, 863, 864, 865, 866, 867, 868, 870, 873.
Russia, CIS, since 1991: 917, 918.
Slovakia: 932.
Slovenia: 935, 936.
Spain: 942, 949, 950.
Sweden: 977, 978, 981, 983, 984, 985, 992, 994, 1016.
Yugoslavia, through 1990: 1028, 1029.

6 (b) Research in adult education
Europe: 16, 27, 45, 46, 47, 51, 81, 84, 126, 127, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 160, 163, 179, 184, 185, 187, 188, 191, 195, 214, 230, 242, 249, 264, 268, 277.
Scandinavia: 289, 290, 291, 292.
Austria: 308.
Belarus: 310.
Belgium: 322, 323, 324, 336, 338.
Bulgaria: 351.
Denmark: 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 415, 419, 426, 427, 428.
Finland: 453, 464, 465, 466, 467, 468, 469, 470, 471, 477, 479, 481, 489, 491, 497.
France: 518, 521.
Germany, Federal Republic of, since 1991: 634, 638, 662.
Italy: 707, 721, 730.
Netherlands: 757, 761, 765, 766, 767, 773, 774, 775, 779, 785, 787, 788, 805, 807, 808, 809.
Norway: 810, 817, 818, 819, 820, 821, 822, 823, 824, 825, 832, 833, 837, 839, 848, 849.
Poland: 859, 868.
Portugal: 883.
Russia, CIS, since 1991: 919.
Slovakia: 929.
Slovenia: 935, 937.
Sweden: 974, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1015, 1020.
Yugoslavia, through 1990: 1032.

7 (a) Folk high schools; residential adult education
Europe: 27, 64, 70, 87, 88, 148, 149, 150, 280.

Scandinavia: 289.
Belgium: 325.
Denmark: 369, 370, 371, 372, 373, 374, 375, 376, 380, 381, 385, 401, 402, 403, 404.
Finland: 450.
France: 512.
Germany, pre-1945: 545, 546.
Germany, Federal Republic of, since 1991: 617.
Hungary: 688, 689.
Netherlands: 768, 769, 770.
Norway: 810, 812, 818.
Spain: 958.
Sweden: 991.

8 (a) University extension, universities and adult education
Europe: 27, 43, 54, 151, 198, 200, 201, 202, 209, 211, 248, 251, 255, 260.
Austria: 301.
Belarus: 310.
Belgium: 326, 327, 337, 338.
Denmark: 405.
Estonia: 437.
Finland: 465, 475, 487, 494, 495.
France: 532.
Germany, pre-1945: 542, 543.
Germany, Federal Republic of, since 1991: 604, 610, 618, 652, 653, 656, 657, 668.
Italy: 707, 710, 722, 730, 734.
Netherlands: 771, 772.
Russia, CIS, since 1991: 924, 925.
Slovenia: 938.
Spain: 941, 944, 945.
Switzerland: 1023, 1024.
Ukraine: 1025.

8 (b) Night schools, evening institutes, adult education centres
Europe: 204.
Russia, CIS, since 1991: 917, 918.

8 (c) Volkshochschulen, people's and workers' universities
Europe: 43.
Austria: 301, 304.
Germany, Federal Republic of, through 1990: 561, 562, 565.
Germany, Federal Republic of, since 1991: 590, 592, 593, 594, 595, 597, 599, 600, 601, 602, 603, 619, 620, 621, 622, 623, 624, 661, 662, 666.
Hungary: 700.
Spain: 946.

9 (a) Town and village cultural centres, community schools
None

9 (b) Voluntary associations, societies, clubs
Europe: 4, 27, 50, 188, 191, 279.
Austria: 298.
Belgium: 313, 332.
Bulgaria: 349, 350, 352.
Estonia: 437, 439.
Finland: 472.
German Democratic Republic, through 1990: 556.
Germany, pre-1945: 543.
Germany, Federal Republic of, since 1991: 667.
Greece: 647, 683.
Hungary: 690.
Norway: 810.
Poland: 873, 874.
Russia, USSR, through 1990: 905.
Slovenia: 934, 938.
Spain: 941, 945, 947, 967.
Sweden: 973, 986, 987, 999, 1018.

9 (c) Study circles, discussion groups
Europe: 27, 64, 279.
Finland: 470.
Germany, pre-1945: 547.
Norway: 810.
Sweden: 976.

10 (a) Correspondence study, distance education, open learning
Europe: 7, 8, 54, 101, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 177, 179, 180, 181, 244, 257, 270.
Scandinavia: 293.
Austria: 305.
Belgium: 328, 329.
Czechoslovakia, through 1992: 362.

Denmark: 406, 410.
Finland: 458, 473, 474, 475, 476, 477, 478, 481.
France: 519, 520, 523, 524, 525.
German Democratic Republic, through 1990: 554.
Germany, Federal Republic of, through 1990: 576.
Germany, Federal Republic of, since 1991: 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 638.
Greece: 674.
Hungary: 691, 692, 693, 694.
Iceland: 702, 703.
Italy: 718.
Netherlands: 773, 774, 776, 785, 786, 795.
Norway: 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 837, 838, 839, 851.
Poland: 869.
Portugal: 886.
Slovakia: 928.
Spain: 948, 949, 965.
Sweden: 1000, 1001, 1002.

11 (a) Educational radio and television, educational technology
Europe: 7, 8, 15, 104, 156, 159, 164, 165, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 244, 269, 270.
Belgium: 330, 331.
Bulgaria: 353, 354.
Czech Republic: 364.
Denmark: 406, 407, 408, 409, 410, 411, 412.
Finland: 479, 480.
France: 508, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529.
Germany, pre-1945: 549.
Germany, Federal Republic of, through 1990: 576.
Germany, Federal Republic of, since 1991: 625, 635, 636, 637, 638, 639, 656.
Greece: 675.
Hungary: 695.
Iceland: 703, 706.
Italy: 717, 718, 719, 720.
Luxembourg: 740.
Netherlands: 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 795.
Norway: 835, 836, 837, 838, 839, 840, 841, 851.
Portugal: 886.
Slovakia: 929, 931.
Spain: 950, 951, 952, 953, 964, 966.
Sweden: 1000, 1002, 1003.

11 (b) Press, publishing
Bulgaria: 355.
Denmark: 412.
Finland: 475, 481.
France: 501, 502, 503, 507, 513, 540.
Italy: 721.
Russia, pre-1917: 895.

12 (a) Libraries
Europe: 182.
Scandinavia: 294, 295.
Bulgaria: 355.
Denmark: 412, 413, 414, 431.
Estonia: 441, 442.
Finland: 482, 483, 484, 485, 486.
France: 529.
Germany, pre-1945: 548.
Germany, Federal Republic of, since 1991: 639.
Iceland: 704.
Italy: 722.
Latvia: 736.
Lithuania: 738, 739.
Netherlands: 792.
Norway: 813, 842, 843, 844, 845, 846.
Russia, pre-1917: 894.
Russia, USSR, through 1990: 904.
Russia, CIS, since 1991: 919.
Slovakia: 930.
Sweden: 1004, 1005, 1006, 1007, 1008, 1009.

13 (a) Museums, art galleries, theatres
Yugoslavia, through 1990: 1030.

14 (a) Community development
Europe: 54, 76, 85, 175, 183, 188, 189, 191, 279.
Czech Republic: 364.
Denmark: 415.

Germany, Federal Republic of, through 1990: 563.
Germany, Federal Republic of, since 1991: 589, 622.
Greece: 683.
Hungary: 696, 697.
Italy: 722.
Portugal: 878, 879, 880.
Spain: 947, 954, 955, 956, 957.
Sweden: 974.

15 (a) Literacy; adult basic education
Europe: 38, 54, 166, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 285.
Belarus: 310.
Belgium: 328, 329, 332, 333, 334, 335, 336.
Bulgaria: 356.
Czech Republic: 364.
Denmark: 397, 405.
Finland: 456.
France: 504, 530, 531.
Germany, Federal republic of, since 1991: 640.
Netherlands: 793.
Norway: 821.
Poland: 874.
Portugal: 878, 879, 880.
Romania: 889.
Spain: 947, 954, 957, 958, 959.
Sweden: 974, 995.
Yugoslavia, through 1990: 1031.

15 (b) Secondary education
Finland: 469.
Germany, Federal Republic of, since 1991: 583.
Norway: 815, 821.
Sweden: 995.

15 (c) Post-secondary education, higher education
Europe: 53, 54, 151, 168, 170, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 270.
Austria: 305.
Belgium: 326, 337, 338.
Finland: 469, 487, 488.
France: 532.
German Democratic Republic, through 1990: 554.
Germany, Federal Republic of, since 1991: 583, 604, 618, 627, 668.
Hungary: 692, 693.
Netherlands: 771, 772, 773, 783.
Norway: 815, 835, 836, 847.
Poland: 869.
Romania: 890.
Russia, CIS, since 1991: 920.
Slovakia: 928.
Spain: 949.
Sweden: 982, 1010.

15 (d) Education permanente; lifelong learning; recurrent education
Europe: 6, 97, 211, 212.
Denmark: 423.
Finland: 489.
Poland: 870.
Russia, CIS, since 1991: 920.
Sweden: 971, 983, 1011.

16 (a) Vocational and technical education; apprenticeship
Europe: 3, 5, 17, 46, 49, 58, 63, 69, 75, 77, 80, 84, 135, 138, 147, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 254, 265.
Austria: 306.
Belgium: 339, 340, 341, 342, 343, 344.
Bulgaria: 351.
Denmark: 416, 417, 418, 419, 420, 421, 422, 423, 424.
Finland: 468, 490, 493.
France: 509, 510, 534, 535, 536, 537.
German Democratic Republic, through 1990: 555.
Germany, Federal Republic of, through 1990: 577, 578, 579.
Germany, Federal Republic of, since 1991: 583, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651.
Greece: 676, 677, 678, 679, 680, 681.
Hungary: 695.
Italy: 723, 724, 725, 726, 727, 728.

Luxembourg: 741, 742, 743, 744, 745, 746.
Netherlands: 794, 795, 796, 797, 798, 799, 800, 801, 802, 803.
Norway: 814, 824.
Poland: 871, 872.
Portugal: 881, 882, 883, 884, 885.
Romania: 891.
Russia, CIS, since 1991: 921, 922.
Slovenia: 935, 939.
Spain: 960, 961, 962, 963.
Sweden: 1012, 1013.

16 (b) Training in business, industry and government
Europe: 17, 46, 211, 221, 225, 232, 238, 243, 248, 249, 250, 251, 252, 253, 254, 264, 268.
Finland: 470, 481, 491, 492, 493.
France: 522, 524.
Germany, Federal Republic of, since 1991: 643, 646, 652, 653, 654, 655, 656, 660.
Italy: 719, 729, 730, 731, 732, 733.
Luxembourg: 742.
Netherlands: 761, 798, 804, 805.
Norway: 814, 848, 849.
Portugal: 884.
Russia, CIS, since 1991: 915, 916, 923.
Spain: 962.
Sweden: 975, 979, 1001, 1013, 1014, 1015, 1016.

16 (c) Professional continuing education, in-service training
Europe: 53, 54, 144, 210, 248, 255, 256, 257, 258, 259, 260.
Belarus: 310.
Finland: 453, 460, 490, 494, 495, 496.
France: 515.
Germany, Federal Republic of, since 1991: 610, 652, 653, 654, 655, 656, 657, 658.
Greece: 682.
Hungary: 698.
Iceland: 705, 706.
Italy: 715, 729, 730, 733, 734, 735.
Netherlands: 806.
Norway: 813, 823, 850, 851.
Portugal: 886.
Russia, CIS, since 1991: 915, 924, 925.
Slovakia: 931.
Spain: 964, 965, 966.
Sweden: 978, 1001.
Ukraine: 1025.

16 (d) Retraining, upgrading
Europe: 39, 40, 213, 225, 237, 252, 261, 262, 263.
Belgium: 335, 336, 345, 346.
Denmark: 379, 390, 394, 425, 426, 428.
Finland: 457, 490, 491.
France: 538.
Germany, Federal Republic of, through 1990: 579.
Germany, Federal Republic of, since 1991: 646, 659, 660.
Netherlands: 799, 805, 807.
Russia, CIS, since 1991: 926, 927.
Sweden: 975, 979, 1012, 1013, 1016.
Yugoslavia, through 1990: 1027, 1032.

16 (e) Agricultural extension, rural adult education
Europe: 54, 189.
Greece: 683.
Poland: 873.
Portugal: 878.
Romania: 889.
Russia, pre-1917: 896.
Spain: 943, 947, 954, 956, 957, 967.
Sweden: 974.

17 (a) Armed services education
None.

18 (a) Education of women
Europe: 3, 264, 265.
Austria: 307.
Bulgaria: 349.
Denmark: 426, 427.
Germany, pre-1945: 549.
Germany, Federal Republic of, through 1990: 580.
Germany, Federal Republic of, since 1991: 634, 650, 661, 662.
Greece: 674, 683.
Netherlands: 808.
Poland: 873, 874.
Russia, pre-1917: 897.

Spain: 959.

19 (a) Workers' education, union education, paid educational leave
Europe: 39, 40, 252, 266, 267.
Belgium: 313.
Denmark: 400, 428.
Finland: 497.
Germany, pre-1945: 545, 546, 547, 550.
Germany, Federal Republic of, through 1990: 581.
Netherlands: 768, 772.
Russia, pre-1917: 898, 899.
Russia, USSR, through 1990: 905.

20 (a) General education, humanities, liberal arts
Europe: 39, 40, 54.
Denmark: 409.
Finland: 462.
Germany, pre-1945: 545, 546, 547.
Germany, Federal Republic of, through 1990: 561, 582.
Germany, Federal Republic of, since 1991: 663.
Netherlands: 768.
Spain: 968.

20 (b) Languages
Europe: 268.
Netherlands: 809.

20 (c) Science education, environmental education
Europe: 269, 270.
Denmark: 429.
German Democratic Republic, through 1990: 556.
Netherlands: 773.
Spain: 965.
Russia, USSR, through 1990: 906.

20 (d) Civic education, political training
Europe: 85, 112, 175, 183, 271, 272, 273, 274, 284.
Belgium: 349.
Bulgaria: 356.
Denmark: 430.
Estonia: 440.
France: 501, 502, 506, 507, 513, 531, 539, 540.
German Democratic Republic, through 1990: 556.
Germany, pre-1945: 548, 549, 551.
Germany, Federal Republic of, since 1991: 589, 595, 606, 664, 665, 666.
Hungary: 690, 699.
Netherlands: 749.
Poland: 858, 860, 875.
Russia, pre-1917: 898, 899, 900.
Russia, USSR, through 1990: 905, 906, 907, 908, 909, 910, 911, 912.
Slovakia: 932.
Slovenia: 934.
Sweden: 973, 981, 1017, 1018.
Yugoslavia, since 1991: 1033.

20 (e) Family life education, parent education
Spain: 943.

20 (f) Consumer education, cooperative education
Europe: 275.

20 (g) Health education
Europe: 11, 54.
Sweden: 1001.

20 (h) Physical education, sports, recreation
Europe: 37.
Denmark: 430.
Russia, pre-1917: 900.
Sweden: 973.

20 (i) Religious education
None.

20 (j) Hobbies, arts, crafts
None.

20 (k) Art, drama, music education
Finland: 498.
France: 505.
Germany, Federal Republic of, since 1991: 667.
Sweden: 1019.

20 (l) Pre-retirement education, programs for retired
Europe: 54, 276, 277, 278, 279, 280, 281.
Austria: 308.
Belgium: 324.
Denmark: 431.
Finland: 485.
Germany, Federal Republic of, since 1991: 668.
Sweden: 997, 998, 1009, 1020.

20 (m) Immigrant, ethnic minority, multicultural education
Europe: 54, 274, 282, 283, 284.
Belgium: 332, 347.
Denmark: 413.
Finland: 499.
Germany, Federal Republic of, since 1991: 622, 669, 670.
Hungary: 696, 700.
Netherlands: 760.
Portugal: 880.
Yugoslavia, since 1991: 1033.

20 (n) Prison education, prisoner rehabilitation
Europe: 54, 285.
Spain: 968.